

THE BULLETIN

NOVEMBER 9, 1998 ~ 52ND YEAR ~ NUMBER 7

TRUTH AND DILIGENCE



ROB ALLEN

Li Tieying, president of the Chinese Academy of Social Sciences, inscribes two lines of Chinese calligraphy — The greatest truth resides in the greatest simplicity and You are bound to succeed if you work diligently enough — before

presenting them to U of T's department of East Asian studies during an Oct. 30 visit. He was on campus to discuss research funding sources, Canadian social science research trends and possible research partnerships and also to meet graduate

students and scholars. Li's visit to Canada was hosted by the Royal Society of Canada — an organization that promotes the development of learning and research in the arts and sciences.

INSIDE

Making the grade

TWO REPORTS COMPARE HOSPITAL performance and U of T's teaching hospitals receive good marks. *Page 5*

Constructive criticism

PEOPLE'S OPINIONS MAY VARY but bridges between them can be built. Letters. *Page 7*

It's a happening place

THERE'S MUSIC, THERE'S THEATRE, there's, well, something for everyone. Events. *Pages 9 to 11*

Developer for Stadium Site Chosen

BY JANE STIRLING

THE UNIVERSITY AND A DEVELOPER have reached a tentative deal to redevelop the Varsity Stadium site.

Professor Michael Finlayson, vice-president (administration and human resources), said in interview he cannot disclose the developer's name nor details of the tentative agreement — including the price of the land or the length of the lease — until later this year to protect the university's interests should the current deal fall through. However, he said the lease is for a significant period of time and the developer is expected to invest at least \$250

million on the proposed project.

"I'm optimistic about this proposal," Finlayson said. "I think it will finally happen."

The university plans to tear down the aging Varsity Stadium as well as Varsity Arena and lease the former stadium land on Bloor Street to the developer. The 750,000-square-foot site, rezoned for commercial purposes, may include retail operations, an entertainment complex, a hotel and rental accommodation. A smaller stadium and subterranean arena, running east-west between Philosopher's Walk and Devonshire Place, will be built behind the new development.

The developer — based in the U.S. — was chosen for his financial stability and vision, Finlayson said. "The person we selected has a strong track record with projects similar to, and significantly larger than, the Varsity Stadium site. He was also able to meet the university's needs in areas such as design."

The university sought a candidate who could offer the highest rent possible from a strong financial base. "We need this rent as a source of revenue to replace our existing athletic facilities and provide a significant additional revenue stream for the university," Finlayson said.

The university will have a veto over the development's design.

A three-person committee composed of Finlayson, Dean Larry Richards of the Faculty of Architecture, Landscape, and Design and urban planner Ken Greenberg, whose firm Urban Strategies is designing the U of T Open Space Master Plan, will be consulted for design approval.

The university will have a limited veto over the types of commercial facilities to be included in the complex, Finlayson said. "We wouldn't allow a recruiting office for another university, for instance, but basically, once we lease the land, the developer will be responsible for

~ See UNIVERSITY: *Page 4* ~

Press Deals With Deficit

BY CHERYL SULLIVAN

A \$1.3 MILLION DEFICIT AT THE University of Toronto Press in 1997-98 is likely a one-time-only occurrence, says Press president and publisher George Meadows.

"We are big enough that we can absorb a couple of setbacks but last year there were three or four large setbacks that we just couldn't overcome," said Meadows.

He added that the Press is performing well so far this year and is projecting a \$600,000 profit. The U of T Press report was approved at the Oct. 26 meeting of Business Board.

Difficulties resulting from the

installation of a new retail computer system and unexpected problems in the Press' other three divisions — scholarly publishing, order fulfillment and printing — resulted in the Press' first deficit since its incorporation in 1992.

The Press also experienced problems related to foreign exchange as it conducts a lot of business in U.S. dollars.

The most significant problems occurred in the U of T Bookstore, as troubles in accounting — due largely to errors in using the new retail computer system — were behind most of the loss.

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PARCHED NO MORE

Botany professor finds gene that controls drought resistance

BY BRUCE ROLSTON

HOUSE PLANTS THAT SURVIVE YOUR NEGLECT. Lawns that need less watering. Crop fields that keep producing, even after little rain or irrigation. And, oh, yes, bouquets that stay fragrant weeks after they're bestowed.

All these possibilities have come a step closer, thanks to a U of T professor's isolation of a gene that controls drought tolerance in plants. Professor Peter McCourt of botany has established that suppressing the ERA1 gene, part of the genetic makeup of almost all plants, makes a plant's leaves stay green long after the removal of water.

The plant hormone abscisic acid triggers the closure of a plant's stomata, the minute pores on leaves. McCourt has discovered the hormone is controlled by

the ERA1 gene and that by inhibiting the gene's action, a plant experiencing even minor water loss closes its stomata and retains water. As a result a plant can live much longer despite the onset of adverse conditions.

The idea of suppressing ERA1 is already attracting interest, and investment, from the agricultural sector, both in Canada and around the world. McCourt recently licensed his genetics patent to Kingston-based Performance Plants, a small biotechnology company now trying to produce a drought-tolerant strain of canola, one of Canada's leading export crops.

The transition to a commercial product should be fairly simple, he says, because his test plant,

~ See GENE: *Page 3* ~

IN BRIEF



Chun suing U of T for wrongful dismissal

FORMER U OF T RESEARCHER KIN-YIP CHUN IS SUING THE UNIVERSITY, claiming he was wrongfully dismissed. The \$1.2 million lawsuit, in which Chun also accuses U of T of breach of contract, discrimination, and pain and suffering, will be vigorously contested, said Vice-Provost Paul Gooch. Gooch added the university will be making a full response to Chun's suit in the next couple of weeks. Chun, whose employment was terminated at the end of 1994, has claimed his dismissal and earlier denials of tenure-track positions were a result of systemic racism in university hiring practices. An internal investigation by the university concluded there was no basis for Chun's allegations of racial discrimination. Chun is currently pursuing similar allegations before the Ontario Human Rights Commission.

Olivieri-hospital board talks break down

NEGOTIATIONS ON WHO WILL JOIN DR. ARNOLD NAIMARK IN A REVIEW of clinical trials conducted by Professor Nancy Olivieri of pediatrics and funded by the drug firm Apotex broke down last week when no consensus could be reached on potential appointments. The board of trustees at the Hospital for Sick Children has asked Naimark, director of the Centre for the Advancement of Medicine at the University of Manitoba, to name two associate panelists of his own choice or select them from a list of 14 prepared by Dr. Henry Friesen, president of the Medical Research Council and a mediator in the dispute over the review panel's structure.

Interim president of Innovations Foundation announced

HENRI ROTHSCHILD, PRESIDENT OF THE CANADA-ISRAEL INDUSTRIAL Research and Development Foundation, has been appointed interim president of the University of Toronto Innovations Foundation, following the resignation of Edward Kenney. Rothschild received his PhD in bionucleonics from Purdue University in 1972 and has served in a series of senior management posts in the federal government, eventually becoming assistant deputy minister, science and technology, and later chief scientist. In addition to leading the foundation, Rothschild will complete the drafting of an ambitious five-year strategic plan for the organization. The search for a new president is expected to be completed by early 1999.

AWARDS & HONOURS



Faculty of Arts & Science

UNIVERSITY PROFESSOR JOHN HAGAN OF SOCIOLOGY and the Faculty of Law received the C. Wright Mills Award from the Society for the Study of Social Problems for his book *Mean Streets: Youth Crime and Homelessness*. The award is given to the best work in the tradition of C. Wright Mills that critically addresses an issue of contemporary public importance, brings a fresh imaginative perspective, advances social understanding of the topic and contains implications for courses of action.

PROFESSORS RENÉE MILLER, KEN SEVCIK AND Michael Stumm of computer science are recipients of 1998-99 IBM Partnership Awards, recognizing leadership, research excellence and outstanding contributions in their field. The awards require technical colleagues from an IBM research and development organization to sponsor the nomination. Each recipient received \$40,000 (US) as the value of the award.

Faculty of Medicine

PROFESSOR EMERITUS GEORGE BEATON OF NUTRITIONAL sciences has received the Bristol-Myers Squibb/Mead Johnson Award for distinguished achievement in nutrition research. Beaton, a pioneer in establishing a sound theoretical basis for estimating and applying human nutrient requirements, received the award Oct. 15 in Washington, D.C.

UNIVERSITY PROFESSOR DAVID MACLENNAN OF THE Banting & Best Department of Medical Research has been awarded the 1998 Dr. Jonas Salk Award by the Ontario March of Dimes in co-operation with Pasteur Merieux Connaught Laboratories Ltd. The award, established in recognition of Salk's contributions to the control of polio and his ongoing vaccine research, recognizes commitment to the ideal of the prevention of disability.

PROFESSOR HARRY SCHACHTER OF BIOCHEMISTRY will receive the 1998 Karl Meyer Award of the Society for Glycobiology at its annual meeting Nov. 13. The

award honours a well-established, currently active scientist who has made major contributions to the field of glycobiology.

Faculty of Music

PROFESSOR EMERITUS JOHN WEINZWEIG IS THE winner of a 1998 Toronto Arts Award. Presented by the Arts Foundation of Greater Toronto, the annual awards are given to eight prominent individuals who have helped make Toronto a cultural mecca. His best-known concert compositions include a series of divertimenti for a wide range of instruments and major works for the harp. The award was presented Oct. 26 at Ontario Place.

Faculty of Physical Education & Health

PROFESSOR BRUCE KIDD, DEAN OF THE FACULTY OF Physical Education and Health, has been inducted into the American Academy of Kinesiology and Physical Education as an international fellow. Kidd was honoured for his scholarship in sports studies and his many professional contributions to "best practice" in the fields of sport and physical education.

University of Toronto at Scarborough

PROFESSOR AYSAN SEV'ER OF SOCIOLOGY AT THE University of Toronto at Scarborough has received the 1998 Toronto Person's Day Award in recognition of her work with abused women. Sev'er, known for her ground-breaking research into problematic issues in women's lives, was selected by a joint committee of the Women's Intercultural Network and the Women's Legal Education & Action Fund. Person's Day is an annual event celebrated across the country to commemorate the precedent-setting decision of England's Privy Council to allow women to sit in the Senate, overturning the Supreme Court of Canada's decision to bar women from holding government office because they are not considered "persons" under the law.

ON THE INTERNET

FEATURED SITE

Songs of praise...



... GO TO THE FACULTY OF Music's informative Web site. Among other things it contains interesting history on the faculty. Did you know, for example, that the first degree in music at U of T was granted in 1846 while the faculty itself was established in 1918? A link leading to the school's opera division chronicles that unit's humble beginnings to its establishment as a well-respected opera school that trained divas the likes of Maureen Forrester and Teresa Stratas. The site notes, as well, that the music library offers borrowing privileges to U of T music buffs with a valid U of T library card. Another section, entitled What's On and upgraded frequently, lists some of the best deals in town for reasonably priced concerts. Those interested can choose from an extensive array of performances by award-winning faculty artists, outstanding students, distinguished guest artists and world-renowned scholars in such areas as classical, jazz, contemporary, electroacoustics, world and percussion music. You name it, they play it.

<http://www.utoronto.ca/music>

SITES OF INTEREST

FALL CONVOCATION

<http://ut1.library.utoronto.ca/www/convocation/>

THE CAMPAIGN FOR U OF T

www.uoftcampaign.com

RESEARCH UPDATES (NOTICES)

www.library.utoronto.ca/www/rir/hmpage/

PHD ORALS

www.sgs.utoronto.ca/phd_orals.htm

U OF T JOB OPPORTUNITIES

www.utoronto.ca/jobopps

If you want your site featured in this space, please contact Audrey Fong, news services officer, at: audrey.fong@utoronto.ca



Women's health on line

HERE IS AN ONLINE SOURCE OF WOMEN'S HEALTH-RELATED topics such as breast cancer, breast feeding, menopause and osteoporosis. The Women's College Hospital Medical Library Catalogue and Women's Health Electronic Network are also noteworthy but the lack of navigational tools and various outdated URLs sometimes led me to no woman's land.

<http://ut2.library.utoronto.ca/www/wch/index.htm>

Safeguarding the future

U OF T'S ENVIRONMENTAL PROTECTION ADVISORY COMMITTEE'S aim is to protect and enhance the local and global environment. Find out more about this group of U of T students, faculty and staff who work to address topics such as environmental options for new construction, resource conservation and the minimization of pollutants. It will be interesting to see the future development of campus landscapes and architecture as shaped by the committee's vision.

<http://www.facilities.utoronto.ca/epac/epacpage.htm>

Assistance Program in Planning Stages

BY JANE STIRLING

U OF T PLANS TO BROADEN ITS service offerings for employees experiencing personal problems.

Professor Michael Finlayson, vice-president (administration and human resources), said the university hopes to institute an employee assistance program this academic year. This external assessment and referral service would supplement services already in existence, such as the family care office.

Finlayson has discussed the program's implementation with representatives of the staff and faculty associations and if the administration, UTSA and UTFA can agree on the scope of the referral service, the university will request proposals from external providers.

The provider would assess employees' difficulties and refer individuals or family members for help as needed. A referral could involve psychological or counselling services for substance abuse, job stress, day care and elder care issues, financial worries and relationship crises. The program would be confidential and voluntary.

"We're prepared and anxious to put this into place," Finlayson said. "We think this is in the best interests of the institution and the employees." He

added that the program's cost, to be borne entirely by the university, will likely range from \$20 to \$30 per employee.

Staff association president Mel Martin is pleased the administration is moving forward. "UTSA has been urging the administration to do this for at least seven years and finally we're getting movement on it." While such a program is not a panacea to all workplace problems here, it will be a definite improvement, he said. "We work in a stressful environment and that's no secret. An employee assistance program can help to improve the quality of my colleagues' lives."

Martin hopes the administration carefully researches the workplace and considers the needs of its employees before selecting a certain program. "U of T is a unique workplace with its own special challenges."

Research has shown that between five and 10 per cent of employees use these services. Finlayson said that while the program does help troubled employees and their managers address and resolve issues, justifying its cost to some members of the university community is not easy. "It's hard to point to concrete, substantial benefits."

New Resource Centre for Scarborough

BY MICHAEL RYNOR

THE UNIVERSITY OF TORONTO at Scarborough desperately needs updated library and study space and if fundraising efforts succeed, construction will begin in 2001 on one of the most modern information facilities in the province, administrators say.

The construction of a new academic resource centre is the number one priority for the campus, said Principal Paul Thompson. The facility would bring the writing and computer centres, the Centre for Instructional Technological Development, the Vincent W. Bladen Library, photographic and graphic services as well as a 400-seat multimedia lecture hall under one roof.

"We're working towards an incredibly innovative environment that will deliver to students a more integrated approach to information storage and retrieval that's unlike anything we've been able to achieve with a conventional library facility," Thompson said.

Various reports over the years, such as a 1998 task force report on morale, have underlined the lack of adequate research and study space as a major problem for faculty and students, added Scarborough's chief librarian Marla Miller. Overcrowding at the campus is a common problem as is the lack of a lecture hall that can accommodate large classes.

In addition, when Miller joined Scarborough in 1990, she had to deal with a review that placed the library space at just 64 per cent of Council of Ontario Universities standards — one of the lowest ratings of any academic library in Ontario at the time.

The new centre's construction relies heavily on the college's ability to raise funds for the \$8 million project. As part of these efforts, students will be asked to approve a student levy over five years that will bring in approximately \$1 million. This amount, said senior development officer Kim Tobin, "will be matched dollar for dollar by the university." Additional funds will come from the private sector.

Both Tobin and Thompson hope students will approve the levy, even though many of them will have graduated by the time the centre is built. Tobin noted, however, that as part of the new facility, the current Centre for Instructional Technology Development will offer skills upgrading workshops for alumni and other seminars free of charge. She also said that a number of large projects on campus were funded with the students' co-operation including \$400,000 raised towards the construction of the Bladen Library in 1978.

"Our students have a profound sense of giving to the next generation of students and leaving a lasting memory of their time spent at Scarborough," Thompson said.

GREAT EXPECTATIONS



Professor Sandy Smith of the Faculty of Forestry (left) shares a laugh with Jan Nolan, U of T's family care adviser, and Bonnie Douglas of the School of Continuing Studies, during an Oct. 21 maternity leave planning seminar. Nolan's office holds these workshops several times a year and provides free confidential information and referral services on child care, elder care, parenting and other family issues to members of the U of T community.

SUSIE KING

GENE CONNECTED TO DROUGHT

~ Continued from page 1 ~

Arabidopsis, is genetically very similar to canola. "I'm confident canola will work. After that, we'll have to experiment on other plants, on a case-by-case basis."

McCourt has taken photographs of regular Arabidopsis and plants that have had the ERA1 gene bred out of them. After 12 days without any water the wild Arabidopsis' leaves are dessicated and brittle; the mutants are not growing very fast but their leaves are still a lush green.

"That's because the plant doesn't want to continue growing in that situation," he says. "Closing the stomata slows the metabolism down. That's why all plants don't have this kind of drought tolerance now; in times of just normal stress, it would have adverse consequences on productivity."

While shutting down the action of the gene would inhibit germination and lower crop yields, McCourt believes farmers facing a drought would still prefer keeping at least some of their crop rather than having no crop at all. And he remains confident that further research will find a way to inhibit the action of the gene only when a drought is anticipated. "That's the tricky part."

Ultimately, however, the first plants to benefit from the discovery might be dead ones — inhibiting water

loss would have the same effect on flowers, or even supermarket vegetables, after they're cut, making them last longer on the shelf or in the vase. But that's not the only place the average person may someday see ERA1-less plants: wouldn't we all want plants that we can forget to water once in a while, or a lawn that doesn't need extensive sprinkling?

Keeping control over such a potentially lucrative discovery has been a challenge for the young geneticist. McCourt has kept news of his Arabidopsis success under wraps for over two years. His paper in the journal *Science* in August 1996 made the gene-hormone connection but it wasn't until he had a patent pending that he completed the picture in a follow-up paper in the journal last month; the piece connected the gene specifically to drought tolerance.

Since then, McCourt spent considerable time examining his options before settling on a joint patent with U of T and the selling of its licensing rights to Performance Plants, which McCourt preferred for patriotic reasons over larger multinational biotechnology firms that had also expressed interest.

"As a Canadian I feel we have a responsibility to get the Canadian agricultural biotechnology industry going, too," he says.



Professor Peter McCourt with some of the plants he has made resistant to water loss.

JEWEL RANDOLPH

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SPECIAL EVENTS

Coll 978-2452

Remembrance Day Service - Wed. Nov. 11 at 10:30am outside the Soldier's Tower, featuring members of the Hart House Chorus, directed by John Tuttle. Refreshments will be served in the Great Hall after the service.

Wine Seminar Series - Thursday evenings, Nov. 19, 26 and Dec. 3 at 8pm. Featuring "Tour de France en blanc", "Best Buys" and the "Parts of Portugal". Special student rates. For tickets and information, contact the Membership Services Office at 978-2447.

Hart House Orchestra Fall Concert - Thurs. Nov. 26 at 7:30pm in the Great Hall. FREE ADMISSION.

ART Coll 978-8398

The Justina M. Barnicke "Pathways", an installation by Diana Dabnett and Tara Bryan, Thurs. Nov. 12 - Dec. 10. Meet the artists on Thurs. Nov. 12 at 5pm in the Art Gallery.

Arbor Room - "A Canadian-Lithuanian in Contemporary Society", exhibition by Rima Mackunas. Runs to Nov. 14. Elizabeth Jackson, Mon. Nov. 16-Dec. 12

Art Lecture Series - "Coming Out of the Closet", featuring EVERGON, Mon. Nov. 16 at 7:30pm in the Library.

LIBRARY Coll 978-5362

Poetry Series - Alice Major and Sharan Singer, Mon. Nov. 9 at 7:30pm in the Hart House Library. E. Russell Smith and Colin Morton, Wed. Nov. 18 at 7:30pm in the Hart House Library. Free. All welcome! Call 769-6788 for more info.

WRITUALS - A Literary Open Stage hosted by Carleton Wilson, Wed. Nov. 25 at 8:30pm in the Arbor Room. Call 769-6788 for more info.

MUSIC Coll 978-2452 - All concerts are FREE!

Midday Musicals - Piano virtuoso, Carrie Sim, Tue. Nov. 10 at 12 noon in the Music Room.

Jazz at Oscar's - 11:00 O'Clock Jazz Orchestra, Fri. Nov. 13 at 8:30pm. 10:00 O'Clock Jazz Orchestra, Fri. Nov. 20 at 8:30pm. The Engineering Skule Band, Fri. Nov. 27 at 8:30pm. All events take place in the Arbor Room. LICENSED. NO COVER.

From the Hart - Enter the Haggis, Thurs. Nov. 19 at 8:30pm in the Arbor Room. Open Stage hosted by Philomena Hoffman on Thurs. Nov. 26 at 8:30pm in the Arbor Room. LICENSED. NO COVER.

CLUBS & COMMITTEES - Coll 978-2452

Archery - Come participate in club tournament night on either Tue. Nov. 24 or Thurs. Nov. 26 at 5:30pm in the Range. Prizes will be awarded. All members are welcome!

Film Board - Screening on Thurs. Nov. 12 at 7pm in the Music Room.

Film Board Workshop - "Getting It Out There: Marketing Your short Film or Video", Sat. Nov. 14 at 11am. Pre-registered at the Hall Porters' Desk.

Investment Club - Speaker Series presents Peter Beck, President of Swift Trade Securities, talking about Day Trading, Wed. Nov. 11 at 5pm in the East Common Room. Steven Kelman, President of Steven G. Kelman and Associates talks about Investing in Mutual Funds on Wed. Nov. 25 at 5pm in the East Common Room. For more information, call 978-8400 or check out our Website at www.compuslife.utoronto.ca/groups/hnic/

ATHLETICS - CALL 978-2447

Triathlon Workshop - Thurs. Nov. 26 at 7pm. Call 978-2447 for details.

November Membership Campaign - Members may introduce potential new members to Hart House for up to three free visits during the month of November. Enter the Hall Porters' Desk and win prizes! Some restrictions apply.

Membership Services Office Hours - To Nov. 30, Mon. through Thurs., 9am-7pm and Fri. 9am-5pm.

Drop-In Fitness Classes - Fall classes are frequent and free. Join the action seven days a week! Schedules are available throughout the House for the period to Dec. 6.

HART HOUSE

UNIVERSITY OF TORONTO

Architect, Scientists Honoured at Fall Convocation Ceremonies

AN INTERNATIONALLY RENOWNED Architect, two of North America's top nuclear scientists and a leading geologist will receive honorary degrees at convocation ceremonies this month.

Toronto-born Frank Gehry has created architectural landmarks all over the world including the new Guggenheim Museum, which opened in Spain last year. The winner of more than 80 international awards, he is credited with transforming 20th-century architecture and design with his unique creative vision. Gehry, currently at work on the Walt Disney Concert

Hall in Los Angeles, will receive his honorary doctor of laws degree Nov. 23.

Also receiving honorary degrees will be nuclear physicists Albert Edward Litherland and Allan Bromley.

Litherland, a University Professor emeritus at U of T, and Bromley, Sterling Professor of the Sciences and dean of engineering at Yale University, are known for their influential research in nuclear science. Litherland founded and continues to direct U of T's IsoTrace Laboratory for radiocarbon dating and the measurement

of rare trace elements, recognized as one of the most technically superior facilities of its kind in the world. He and Bromley will be awarded honorary doctor of science degrees Nov. 24.

On Nov. 26 Brian Skinner will receive an honorary doctor of laws degree in recognition of his fundamental contributions to research and teaching in geology. Skinner, a professor in Yale University's department of geology, was the Joubin-James Visiting Professor in Geology at U of T in 1987.

Convocation ceremonies begin at 6 p.m.

University Chooses Developer

Continued from Page 1
reaching agreements with his chosen tenants, subject to the terms of the agreement."

Acknowledging that some student groups are calling for low-cost or non-profit housing on the site, Finlayson said the university must engage in a money-making proposition — an unlikely scenario with non-profit housing — to produce enough revenue to build the new stadium and arena. There are other areas on the campus that will be considered for student housing, he said. A recommendation from the provost on increasing the supply of student housing is expected in a few weeks.

If the university's governing bodies approve the agreement next month, U of T and the developer will negotiate a ground lease (a legal document stating that the university will retain ownership of the grounds and the developer will have ownership of the buildings on the grounds during the term of the

lease). The developer will then have six months to arrange financing. Demolition of the stadium and construction of the commercial complex will likely start in the early fall.

The new stadium with artificial grass will include seating for 5,000 fans, a 400-metre track and at least

one rink underneath the stadium with seats for 1,500 to 2,500 people. A users committee, headed by Dean Bruce Kidd of the Faculty of Physical Education and Health, is examining facility needs such as the size of the ice surface and number of spectator seats.

U of T Press Manages Current Deficit

Continued from Page 1

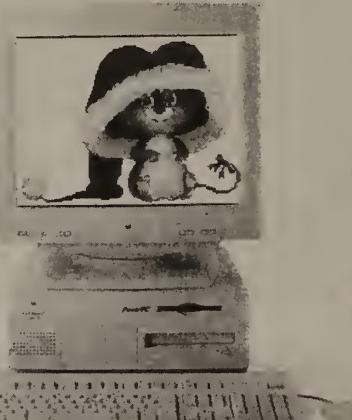
"It really was a complicated system that people had trouble adapting to," said Meadows, but added the system is state-of-the-art for retail. "Now they are adapting to it, we keep testing it to see if it is going all right and at the moment it seems to be going well."

Meadows explained that extensive employee training and personnel changes have put the retail

operation back on track. In addition to the regular audit the Press' independent auditors did a review of the system and are monitoring its use.

Terry Stephen, chair of the board of the U of T Press, said the board is happy with the steps the Press has taken to rectify its problems. "We are confident the Press will return to financial health and so far that looks as though that is the case."

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Teaching Hospitals Rated Highly in First Survey of Patients

BY CHRISTINA MARSHALL

MOST PEOPLE TREATED AT MU of T's teaching hospitals are pleased with the care they received, says one of two new reports comparing hospital performance.

Patients at five of the eight fully affiliated teaching hospitals rated the facilities in the first peer comparison of hospital performance in Canada. More than 90 per cent of patients assessed their overall care, care by physicians and care by nursing staff as excellent, very good or good.

The report — Performance 98 — also reveals that in 1996-97, six teaching hospitals had average lengths of stay less than expected based on national averages.

"This research will help improve the quality of patient care, research and teaching at one of the world's largest and most sophisticated academic health sciences networks," said Professor George Pink of health administration, leader of the team that collected and analysed data for Performance 98. The report was prepared by the Toronto Academic Health Science Council, a group representing the university and its affiliated teaching hospitals.

The report is considered a step towards greater public accountability. "Sharing performance information with the public helps people in

the Greater Toronto Area make informed decisions and encourages improvement in the quality of hospital care," said Jeff Lozon, chair of the council and president of St. Michael's Hospital.

Still, he added, Performance 98 is not meant to be exhaustive or definitive. "In fact, at this stage there are still limitations in our ability to collect and interpret data from all eight hospitals in a consistent manner." The researchers are seeking responses to the report from the public to learn what kinds of performance information the community finds most useful.

The second hospital report — prepared by the Ontario Hospital Association and entitled Hospital Report 98, A system-wide review of Ontario's Hospitals — is a comprehensive assessment of the province's hospitals by geographic region.

It provides information on four areas of the hospital system: how they dealt with 12 of the most common conditions requiring hospital care; patient perceptions of Ontario hospitals; the financial performance and the condition of hospitals; and how hospitals co-ordinate care, keep pace with changing technology and innovate to respond to future needs.

The study revealed, among other results, that people gave high marks to hospital staff in the areas of knowledge, skill, caring and

compassion. Almost half of the people surveyed rated availability of staff and timeliness of getting things done as "fair" or "poor," however.

Don MacKinnon, president of the hospital association, said the report is a good start towards addressing the issue of accountability.

"Huge amounts of data are collected in our health care system but in the past, very little of it has been collected and compiled in a way that can be used to improve the quality of care or to provide an accountability network," he said.

The report by the Toronto Academic Health Science Council began three years ago and has reached the stage where each hospital included in the study is identified by name.

In contrast, the hospital association study, led by Professor Ross Baker, acting chair of health administration, was initiated six months ago and compares hospitals by region and by type of hospital. The association plans to repeat its study next year and move towards reporting hospital-specific information.

"The hospital system in Ontario is experiencing dramatic changes," MacKinnon said. "Reporting of this kind is critical if the existing high quality of care received by Ontario residents is to be maintained."

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Pharmaceutical Company Helps Establish Two New Chairs

BY KATE ECCLES

A STRA PHARMA INC. HAS committed more than \$2.3 million towards the establishment of endowed chairs in biotechnology and organic synthetic chemistry at U of T. When matched by the university and the Ontario Research and Development Challenge Fund, the investment, which will also provide research operating support, creates a fund of up to \$6.9 million.

"Our support of the Campaign for the University of Toronto is part of Astra Pharma's ongoing commitment to improving health outcomes for Canadians through education and research," said Gerry McDole, president and CEO of Astra Pharma. "We will do what we can to preserve and enhance Canada's world-class health care system, which starts with ensuring that the best scientific minds are encouraged to conduct their important drug discovery work here. The fact that the provincial government has become a partner in this initiative is gratifying."

The Astra Chair in Biotechnology is the foundation of a new research program at the University of Toronto at

Mississauga (UTM). The chairholder will be joined by two new junior faculty appointments to conduct research in medical, environmental and agricultural biotechnology. Among the top priorities will be the creation of a new master of science program in biotechnology, encompassing elements of management and business as well as research involving the integration of technology and living organisms. The first

Synthesis will focus on the development of new therapeutic drugs and play a vital role in training graduate students in techniques of synthesizing new organic chemicals and pharmaceuticals. The chair's first incumbent is Professor Mark Lautens of chemistry, who researches metal catalyzed reactions and their role in antidepressants, cholesterol-lowering agents, pain-suppressants, tumour-producing agents and HIV inhibitors.

"The new chair, as well as the new junior appointment that will be created with it, solidify both the university

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incumbent of the biotechnology chair is UTM chemistry professor Ulrich Krull, who investigates and develops biosensors for the identification of pathogenic organisms and for gene screening.

"This chair is the key to the development of this professional graduate program and marks an important stage in the evolution of UTM," said Principal Robert McNutt. "The chairholder's work will be unique at the University of Toronto and represents the kind of cutting edge research that will keep Canada strong and competitive."

The Astra Chair in Organic

and Astra Pharma's commitment to this rapidly expanding area of chemistry," said Professor Martin Moskovits, chair of the chemistry department.

Astra Pharma Inc. is one of Canada's largest research-oriented pharmaceutical companies. In the past five years the firm has invested more than \$200 million in research and development and will spend an estimated \$50 million annually over the next three years. Much of this activity focuses on treatments for cardiovascular, gastrointestinal and respiratory diseases, pain management and diseases of the central nervous system.

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M. Nadeau 4:45 P.M. "...C-14, Negative Ions and C-14..."

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E.W. Vogt 9:00 A.M. "Where Does Nuclear Physics go From Here"

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EQUITY ISSUES ADVISORY GROUP

ANNUAL REPORT

JULY 1997 - JUNE 1998



EQUITY ISSUES ADVISORY GROUP

REPORT OF THE CONVENOR, JULY 1997 TO JUNE 1998

PREAMBLE

The Equity Issues Advisory Group (EIAG) is in its fifth year of existence and, at present, consists of six offices, Community Safety, Disability Services for Students, Family Care, Race Relations and Anti-Racism Initiatives, Sexual Harassment Education, Counselling and Complaint and Status of Women. The Coordinator's position in Disability Services for Students (formerly Special Services to Persons with a Disability) which was vacant last year at this time, has now been filled so for much of the year since the last annual report, all six offices have been represented at our bi-monthly meetings.

Each office continues to have its own mandate that includes different reporting responsibilities, structures and constituencies. However a common purpose does exist, and that is to ensure equity and equality of access and as accommodating an experience as is possible within the University's resources for every member of the University community.

In whatever form these goals manifest themselves there are other individuals and resources at the University dedicated to their achievement and the EIAG recognizes and encourages the support that comes from these quarters.

It is essential that the member offices of the EIAG continue and nurture our relationships with like-minded organizations within the University and use the services of volunteers and other interested parties to pursue the priorities we have set ourselves.

Each office has prepared an annual report which discusses activities germane to its mandate. This report highlights activities which involved the participation of more than one office over the past year.

EIAG ACTIVITIES

CONSULTATION AND POLICY DEVELOPMENT

At our last annual meeting with the President and Vice-Presidents in July 1997, a request was made of EIAG members to provide to the Provost's office information on the types of workshops and training sessions available through our member offices. EIAG met with Prof. Paul Gooch, Vice-Provost, in September 1997 and provided him with a workshop and training list in time for circulation to new academic administrators. At this same meeting we discussed the implications for the EIAG of Prof. Gooch's assumption of responsibilities for all human rights issues brought before the Provost. We agreed that as a result of this, all EIAG offices would now keep Prof. Gooch informed of any complaints they receive which might result in complaints to the Human Rights Commission.

The EIAG provided input to committees charged with filling two important positions. In the case of the new position of Vice-Provost (Students), I relayed the EIAG's position while serving as a member of the Advisory Committee to the Provost. Similarly as an Assessor to the Committee on the Ombudsperson's office I was able to convey the EIAG's views with respect to the types of issues which should get the highest priority from the new ombudsperson.

The EIAG offices were also involved in a number of

joint consultative projects over the past year. In keeping with our continuing role of assessing the potential impacts of policies on the equity objectives which the University has set itself, several of our member offices were involved in discussions designed to reshape existing policies or draft new ones. In many instances, more than one EIAG office participated in projects such as the review of procedures in cases under the Code of Student Conduct with the School of Graduate Studies and the office of Student Affairs, the review of audio-visual and other training materials, research and input to the Student Financial Aid Task Force, policy development on maternity/parental leave and part-time leave and initiatives to promote a Healthy University. Projects with a focus on the family also engaged the attention of member offices. Resources for Family Voices, a new student group in support of families and others living in poverty and New Beginnings, an orientation model for women students returning to school are two examples of this genre.

The EIAG has continued its consultation with and support of the Positive Space Campaign. In the past year member offices provided the campaign with written descriptions of ways in which we have assisted it to date and we confirmed our willingness to support efforts being made in this area.

EDUCATION AND TRAINING

Some of the best opportunities to interact with the constituencies we serve individually or jointly occur during sessions we conduct with a focus on education and training. Participation in such exercises remains a priority with the EIAG and as we expand activities in this area we are finding ways to involve more than one of our member offices in several of these presentations.

Member offices have offered training for new academic administrators, senior managers in the Leadership Development Program, staff from Facilities and Services, in particular supervisors of unionized staff, and staff involved in the summer camp run by the Department of Athletics and Recreation (DAR). In DAR's case we also assisted in the development of a staff manual. We have also worked with staff from Public Affairs.

The opportunities afforded us by this exposure are critical not only in assessing the needs of these particular areas but they help us to design training exercises that have a more general application across the University.

Planning discussions which we are currently conducting with Human Resources on joint union/staff training are benefiting from the experiences being shared by member offices from similar projects completed in the past.

OTHER JOINT ACTIVITIES

EIAG offices have also participated in the discussions of the Harassment Working Group, chaired by Prof. Paul Gooch, in the planning for a symposium for women faculty, and in planning activities for "Active Women's Week at the DAR" and for "Take your daughters to work day."

Co-operation on case work has increased as cases have become more complex. Quite often there are safety considerations which must be examined even as a review of a complaint is undertaken by the investigating office. Some complaints represent just one piece of a much larger whole and may have implications for office morale and employee performance.

EIAG offices which help in the resolution of complaints are hearing from managers that an increasing number of these complaints result in stress-filled reactions. The resources which are currently avail-

able to help individuals who have been traumatized or troubled may not be adequate. A referral to Occupational Health Services for counselling is not always sufficient to meet the need for assistance. The University must examine its resources in this area so as to more fully provide the needed support.

IMPORTANT ISSUES FOR THE NEXT YEAR

We expect the next year to be a period of intense continuing discussion mainly on two issues which have already had a major impact on life at the University.

The first concerns the application by the United Steel Workers of America (USWA) for union certification at the University of Toronto. If the USWA effort succeeds, there could be major implications for several of the policies which govern the operation of the EIAG member offices. How will existing policies be incorporated into collective agreements and where would they apply? Should a unionized employee with a complaint consult the appropriate EIAG office, grieve through the union, have a choice of options and if so in what sequence?

It is essential that the EIAG be consulted and included in all discussions having to do with these and similar issues which will surface if USWA is successful in its drive for certification.

The other issue involves the tuition fee schedule recently ratified by Governing Council. The deregulation of fees for professional and graduate programs has resulted in substantial increases especially in medicine, dentistry, law and the MBA program. This is bound to intensify the debate on student access to the University and complicate the challenge to accommodate qualified students regardless of their social and financial circumstances. Members of the EIAG will inevitably be lobbied by student organisations; many of the student groups on campus are led by individuals who are against these tuition hikes and may attempt through activism and coalition building to reverse decisions with which they do not agree.

Undoubtedly, the University's commitment to maintain accessibility will be closely watched; the issue goes to the very heart of the EIAG's mandate to assist the University in recruiting excellent students of all backgrounds and will almost certainly impact member offices as discussions unfold.

PRIORITIES / ACTIVITIES FOR 1998-99

In what promises to be a very crucial year for the University, the EIAG offices will continue to assist it in advancing and strengthening its commitment to equity.

Each member office has its own specific priorities but new circumstances will require an increasing need for consultation and coordination among offices as we deal with the implications of the issues we have identified.

In general however our priorities are basically the same as they have been. We will:

- continue to be available to all constituencies at the University for consultation on equity related issues;
- contribute to the development of innovative approaches to student orientation;
- advise the University on ways to recruit and retain excellent faculty, students and staff;
- emphasize the need to maintain a focus on equity as the University deals with the implications of some of the impending challenges referred to in this report;

- maintain the EIAG's support of continued progress on lesbian and gay rights

Kelvin Andrews
Convenor, Equity Issues Advisory Group

COMMUNITY SAFETY COORDINATOR

REPORT FOR THE PERIOD JULY 1, 1997 - JUNE 15, 1998

COMMUNITY SAFETY COORDINATOR

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives, directed at improving safety and security on campus, and for the coordination of the University's personal safety programs. The Community Safety Coordinator works closely with the University's other Equity Officers, Counselling and Learning Skills Service, Human Resources Department, and the Office of Student Affairs.

The overall objectives of the Community Safety Coordinator's office are:

- a) to maintain an awareness of personal safety and ensure it is given a priority in the University community
- b) to coordinate the University's safety network to ensure an integrated and timely response to crisis situations
- c) to provide a confidential consultative service to all university community members who have personal safety concerns.
- d) to work in co-operation with the University Police, Equity Issues Advisory Group, community groups and individuals, in the development and delivery of proactive programs, services and materials to reduce the threat to personal safety on campus.

To achieve these objectives, the office provides:

- training sessions for community members on Nonviolent Crisis Intervention and how to effectively and safely respond to verbal and physical aggression.
- communication networks to keep all affected staff and students informed about threats to their personal safety.
- coordination and supervision of the Walksafer/Worksafer and Student Patrol program.
- coordination of the campus Safety Audit programs and fast-tracking of improvements to physical environments.
- establishment of ad hoc crisis management teams to deal with incidents or threats of harassment or violence.
- briefing of potential counsellors/mediators dealing with abusive or violent persons.
- staff/student perception surveys as they relate to personal safety issues and programs.
- coordination of protective skills and self defence workshops.

COMMUNITY SAFETY COORDINATOR 1998-99 PRIORITIES AND OBJECTIVES

The Community Safety Coordinator has as its objectives for the year 1998-1999 the completion of projects and ongoing support of programs in the following areas:

- assistance, support and referral for members of the University community who have concerns about personal safety, threats, harassment or violence.
- continuation and expansion of awareness and educational programs for community members in dealing with disruptive, aggressive or assaultive behaviour.
- expansion of the enrolment, promotion and the community's awareness of the self-protection resources and self-defence classes.
- coordination and supervision of the Walksafer/Worksafers Student Patrol and increase the community's awareness and use of the program.
- administration of the 1998-1999 Ministry of Education and Training funds for programs supporting women's safety on campus.
- networking and contributing to the Equity Issues Advisory Group.

ACTIVITIES JULY 1997 - JUNE 1998

The principle focus during the past year has again been directed at awareness and educational programs on issues of harassment, threats, violence and personal safety in general. In several cases, the educational programs followed incidents of abusive or threatening behaviour that was directed towards staff in various departments. Student Services experienced an increase in the number of difficult situations they handled which resulted in my working closely with them on personal safety issues and educational programs.

My office experienced an increase in cases which required direct intervention and follow-up. The majority of these cases involved various forms of "relationship" harassment and/or violence. A noticeable number of these cases involved relationships where the offender was not a member of the University community but came onto the campus to further harass or threaten the other party.

During the past year I had the opportunity to form partnerships with several groups involved in women's safety issues. I assisted in the coordination and funding of the Interim Room, Celebration of Active Women's Week which was hosted primarily by the Department of Athletics and Hart House and the Women's Studies Seminar on Harassment and Oppression.

The following activities are representative of the types of initiatives in which I have been involved in during the reporting period. What the list does not show is the almost daily requests for advice, referrals and assistance to community members on personal safety issues and requests.

Training sessions for community members on Nonviolent Crisis Intervention and how to effectively and safely manage verbal and physical aggression.

- Coordinated and delivered training seminars to approximately 140 persons from various colleges/divisions on how to effectively and appropriately deal with upset, disruptive or aggressive persons. I facilitated this six hour workshop for persons at Hart house (Pub staff), Victoria College, Trinity College, Faculty of Arts and Science, School of Graduate Studies, New College Residence Dons, and Psychiatric Health Services.
- Provided shorter (one - three hour) versions of the

training to Student Services, Faculty of Social Work, and the University Health Services.

- The six-hour seminar continues to be widely accepted and requested by the University community and since 1992 has been delivered to over 1,000 persons at the University.
- Facilitated several sessions on harassment policies and workplace violence for Facilities and Services, Public Affairs and staff in the Campaign office, Human Resources and Labour Relations. The University's Sexual Harassment Officer and the Race Relations and Anti-Racism Initiatives Officer also participated in these educational/awareness sessions.

Communication networks to keep all affected staff and students informed about threats to their personal safety.

- Met with students, faculty and staff to discuss issues and specific cases where there were threats to the personal safety of persons. These meetings are normally coordinated through the individual departments/divisions, the Office of Student Affairs, Counselling and Learning Skills Office, University Police, or the other equity officers.

Coordination and supervision of the Walksafer/Worksafers Student Patrol program.

- Coordinated the Walksafer/Worksafers program and supervised its 25 student employees. The Walksafer/Worksafers program provides a safe alternative to walking alone on campus at night. The Walksafer teams also escort persons to nearby transit locations and their residences, if near the campus boundary. When not providing escorts, the teams patrol University grounds and building interiors. They report on safety and security occurrences such as insecure areas or suspicious incidents. These building patrols provide an additional safety resource for users of the buildings during evening hours.

During the academic year 1997-98, the St. George Walksafer Service provided 689 escorts. The Walksafer/Worksafers staff conducted 973 interior checks of buildings. The checks resulted in 72 reports of insecure doors and windows and 45 reports concerning interior and exterior lighting.

The Walksafer/Worksafers program continues to be a service which is relied upon by mostly undergraduate female students to enhance their safety at night. Faculty, staff and male students account for only about 05% of the requests received by Walksafer/Worksafers in 1997-98.

Coordination of the Campus Safety Audit programs and fast-tracking of improvements to physical environments.

- Participated in a Campus Safety Audit of the OISE/UT Building which is still ongoing. I assisted in finalizing the previous recommendations and in the selection of contractors to carry out renovations for the OISE/UT garage. I reviewed the plans and safety features for the new Graduate Residence and garage which is presently under construction. I meet regularly with Property Management personnel and department/division heads to review recommendations on work still to be completed from previous audits.

Establishment of ad hoc crisis management

teams to deal with incidents or threats of harassment or violence.

- Participated on teams to develop strategies and responses to deal with individuals who have been harassing, threatening or violent. These ad hoc teams normally involve the department/division head or designate, a representative from the Office of Student Affairs in cases involving students, a representative from Human Resources if the matter involves a staff member, the Manager - University Police Services and other person(s) deemed necessary. The team normally develops a safety plan for persons affected by the behaviour or actions of the individual, coordinated response to the issues, and plan strategies to deal with the incident.

Coordination of protective skills and self-defence workshops.

- Coordinated the protective skills and self-defence workshops. The provision of subsidized courses on self defence and protective skills is offered to members of the campus community each academic year. During the 1997-98 academic year, 16 courses were provided to 251 persons.

MISCELLANEOUS ACTIVITIES

Administration of MET Campus Safety Grant

- Participated in a tri-campus committee, which provided advice and recommendations to the Assistant Vice-President, Operations and Services, on the allocation and distribution of the 1997-98 funds to support personal safety on the three campuses. The 1997-98 grant supported the following programs:
 - funding recommendations resulting from personal safety audits
 - development and delivery of personal safety seminars, programs, self defence and protective skills courses for members of the campus community
 - development of appropriate posters, pamphlets and display materials to support personal safety initiatives
 - installation of emergency telephones in various campus locations.

Interim Room

- Coordinated and assisted in funding the Interim Room project which provides for emergency accommodation for women fleeing abusive, harassing or violent situations. Assisted in the intake of women using the room during the academic year.

Contributions to the Equity Issues Advisory Group and Other Committees

- Met with members of the Equity Issues Advisory Group and participated on selected cases, programs and training.
- Participated with the Status of Women Office on the December 6 Memorial Service and Take your Daughters to Work Day. Collaborated on issues and requests for information concerning personal safety.
- Attended monthly meetings of the University's Design Standards Committee. The committee has and continues to develop standards and guidelines to help facilitate the design, planning and execution of new construction and renovation projects. In 97-98 I co-chaired the sub-committee on Interior Signage for University Buildings.

City of Toronto - Task Force on Community Safety

- In May 1998, I was appointed to the Task force on Community Safety for the City of Toronto. The Task Force comprises of five city councillors and 18 persons from various community groups and organizations in the city. The Task Force is in the process of researching community concerns and recommendations on personal safety and crime prevention. In January 1999, the Task Force will forward a report and related recommendations to City Council. Recommendations and programs identified by the Task Force will assist in shaping the future of community safety and crime prevention in the new city.

Student Affairs Open House

- Participated in the Student Affairs Open House

which was held in the fall of 1997. Spoke to and distributed personal safety information and resource material to approximately three hundred students.

Residence Dons Training

- Participated in sessions during the Residence Dons training. Provided personal safety information and resource material on campus programs and services. Coordinated and participated in additional training for residence Dons at New College.

Student Orientation Events

- Assisted the Students' Administrative Council (SAC) in the coordination of events and services for Orientation week and the SAC Carnival.
- Participated in 16 orientation events to provide information on personal safety programs and resources on campus.

Rohypnol "the Date Rape Drug"

- Distributed 2,500 pamphlets to students and student services on the three campuses. Assisted CTV W5 television program in the research and filming on campus during student orientation. The CTV W5 show aired in November 1997 and made reference to the educational programs developed at the University of Toronto to bring awareness of this drug to our community.

Scarborough College - Safety Committee

- Attended regular meetings of the committee and assisted with personal safety issues affecting their community.

Tri-Campus Meetings with the University of Toronto Police Management and Chief Administration Officers

- Attended the tri-campus meetings when issues of personal safety, funding for personal safety initiatives, safety policy and procedures and similar concerns were to be discussed. These meetings provide a forum where a systematic approach can be made to address and respond to community and personal safety concerns. Assisted Erindale and Scarborough Colleges on cases involving personal safety concerns.

Liaison, Assistance and Support to University Police Initiatives

- Assisted the University Police on personal safety programs, case management and office inquiries regarding community and personal safety. I also tracked criminal investigations involving personal safety issues. I attended regular meetings with the University Police management and supervisors to plan responses and initiatives concerning community and personal safety.

The Case File

- During the reporting period I was actively involved in 56 cases involving personal safety issues. This compares with 44 cases handled during the previous year - July 1996 to June 1997. The increase mostly involved the reporting of threatening behaviour.

The principle parties (respondents) involved in the cases were as follows: students 32, staff 4, faculty 1 and others (includes visitors, former students and former staff/faculty) 19

Len Paris
Community Safety Coordinator

FAMILY CARE

ADVISOR

ANNUAL REPORT JULY 1, 1997 - JUNE 30, 1998

INTRODUCTION

The Office of the Family Care Advisor was created in December 1993. It is funded jointly by the University's operating budget (through the Office of the Vice-President Administration and Human Resources) and by students (through the Student Services fee). On an ongoing basis, the advisor reviews University policy, procedures and publications for their impact on those with family responsibilities and makes recommendations to deans, registrars and other administrators. The advisor acts as an advocate on behalf of University families with government and community agencies,

CLASSIFICATION OF CASES

Criminal Harassment	15
Sexual Assault (Attempted)	01
Sexual Harassment	03
Assault	05
Disruptive Behaviour	08
Harassing Telephone Calls, Letters or E-Mail	06
Threatening Behaviour/Comments	12
Indecent acts	01
Homicide	01
Miscellaneous	04
TOTAL	56

University departments and employee and student organizations. The advisor consults regularly with these organizations to ensure that the office is meeting the needs of the University population and that a high quality of service is being maintained.

The Family Care Office consists of the advisor and a resource centre comprised of practical material on topics ranging from pregnancy and infant care to lesbian and gay parenting issues, bereavement and caring for elderly family members. Services include information, referral and guidance; educational programming and training; and policy analysis and advice. The Office provides several unique work/study and volunteer opportunities for students interested in undertaking research or career-related projects in family care or community services.

Since opening in 1993, the Family Care Office has experienced a tremendous increase in demand for its services. The case load has grown from 142 cases in 1993-94, 419 in 1994-95 and 641 in 1996-97 to 746 cases this past year. The types of services requested by individuals and departments have extended beyond the child care and elder care functions envisioned when the Office was created. Clients want comprehensive family care including assistance with budgeting, time management, referrals to family lawyers, counsellors and physicians, access to a complex web of community services (including food and clothing banks, parenting classes and housing) and advocacy services. Departments benefit from consultations about policy and about unique situations involving individual employees.

DIRECT SERVICE

From May 1, 1997 to April 30, 1998, the Family Care Office dealt with 746 cases: 284 students (41 part-time undergraduates 114 full-time undergraduates and 129 graduate students), 20 post-doctoral fellows, 346 employees (211 administrative staff, 16

unionized staff and 119 faculty members) and 96 others, including University departments, media representatives, other institutions, alumni and members of the community [see Table 1]. Hundreds more attended group presentations, panel discussions and displays in which the Office took part.

Student concerns centered around issues such as child care availability, access and quality, children's programs, family financial planning, parenting, legal assistance, housing, pre-natal health and maternity leave. Employees requested assistance with child care and children's activities, summer and emergency programs for children (see references to the teachers' strike later in this report), as well as family care leaves (i.e. maternity leave, parental leave and part-time leave for child care purposes), relocation, health issues, elder care, personal counselling and legal issues [see Table 2]. Sample case descriptions can be found in Appendix I.

As a result of requests for assistance with family law referrals, the Family Care Office has continued its collaborative efforts with the Women's Centre and Downtown Legal Services to create a free family law assistance service for members of the University community who are in need. It is possible that such a service may be available as early as the fall of 1998. There have been significant increases in the number of faculty and administrative staff members contacting the Office. In the statistics above, some of the department consultations have been listed by employee category, rather than as departments. Departments consulted the Office on a range of family care issues, including maternity and parental leave arrangements, part-time leave for child care purposes, faculty relocation, development of policies governing family use of facilities and referrals to external counselling resources for staff. These internal consultations provide the Office with the opportunity to encourage the emulation of "best practices" that have been successfully implemented within the University.

The advisor continues to receive requests for interviews and consultations from off-campus media (on

parenting issues and on balancing work and family) and from other universities.

The development of an Internet site for the Family Care Office has enabled us to reach far more people with information about our services and resources. In 1997-98, the Family Care Office improved its use of technology to communicate with members of the University community. The Web site was updated and expanded regularly. Web sites on related issues were monitored to ensure that appropriate links were created. 252 "hits" were recorded in the first two months following the installation of a counter on the site.

EDUCATION

Over 400 students, staff, faculty and their family members attended the 31 workshops conducted or co-sponsored by the Office [see Table 3]. A new training program was created for front line staff and volunteers to enhance their knowledge and use of campus and community referral resources for students in need or in crisis. This session was offered to Transitional Year Program faculty and staff and to Women's Centre, Downtown Legal Services and Women's Studies Student Union volunteers. Additional sessions have been scheduled for various University departments for next year.

Five other new programs were offered including Talking about Lesbian and Gay Issues with Young Children, Your Child and Organized Sport, Learning Disabilities in Children, Balancing Work and Family and a four session elder care module.

One of the highlights of the year was the Second Annual Symposium for Women Faculty, a half-day session designed to provide professional and personal support for women faculty. Eighty-five women attended workshops on Balancing an Academic Career and Family Life, Research Grants, and the Tenure and Promotions Process. This highly successful event was a collaborative venture of the Family Care Office, the Status of Women Office, the Office of the Vice-President Research and International Relations and the UTFA Status of Women Committee.

A significant proportion of faculty and staff taking maternity leaves participated in the bi-monthly maternity leave planning sessions offered by the Family Care Advisor.

In addition to the programs sponsored by the Family Care Office, the advisor participated in the training sessions for new academic administrators and graduate coordinators and spoke at student orientation sessions.

ISSUES AND AWARENESS

1. FACULTY RENEWAL

The Family Care Office became more involved in the faculty renewal efforts of the University. In consultation with the Office of the Vice-President and Provost, the advisor created a new recruitment package used by departments as part of the search process. This package will be enhanced for the 1998-99 recruitment period. The advisor was consulted by academic administrators in cases where prospective faculty had unique needs. The Family Care Office expanded services offered to faculty relocating to Toronto and promoted these services to academic divisions. The advisor continued to work with the Dean of Arts and Science and the Provost's Office on a more comprehensive approach to welcoming new faculty.

2. FLEXIBLE WORK ARRANGEMENTS

Administrative staff have identified flexible work arrangements as an important tool in enabling them to balance work and family responsibilities. The University already has policies allowing for part-time work and flexible working hours. This year, the Family Care Advisor made recommendations for a part-time appointments policy and guidelines for its use. The Office provided advice to departments, human resources generalists, UTSA and staff members on flexible work arrangements including part-time leave and telecommuting.

3. MATERNITY LEAVE AND RELATED FAMILY CARE ISSUES

The Family Care Office was consulted by a number of departments, faculty members, staff and students

concerning maternity, parental and child care leaves. The advisor made recommendations to the Vice-Provost, Staff Functions concerning principles, guidelines and best practices for managing faculty maternity leaves. A positive development this year has been the transfer of maternity leave salary obligations to a central fund. This has effectively removed the financial burden of a maternity leave from the department and provided the department with savings that can be used to offset the impact of the leave on the department and the individual. Some examples of best practices for the use of these funds are: the provision of teaching relief before, during and/or after the leave; hiring a research supervisor for the duration of the leave; purchasing computer equipment to facilitate telecommuting following the leave; and hiring replacement staff.

4. ACCESS TO SERVICES AND FACILITIES

Over the past several years, the Family Care Office has worked with various campus services and facilities to improve access for student families. This year, the advisor participated in the restructuring process of the new Faculty of Physical Education and Health (FPEH) by providing advice to the Assistant Dean on program staff structure and by serving on the subsequent hiring committee. The advisor also worked with FPEH staff to enhance training and improve structure and procedures at Camp U of T. FPEH has demonstrated a commendable commitment to integrating the needs of families, particularly student families, into its mission and its future programming. The outreach programs it has created with Student Family Housing have been highly successful. The open house for families and parent-child access to gymnasium and pool facilities are also significant initiatives upon which the Faculty is building.

At Hart House, the Family Care Advisor arranged a focus group session with student parents and Hart House student leaders to facilitate communication and lobby for enhanced family programming at Hart House. As a result, Hart House has developed a "family friendly" logo for use in promoting selected programs.

5. STUDENT FAMILY FINANCIAL ISSUES

The Family Care Advisor coordinated the third annual Financial Survival for Student Families workshop. The Family Care Office provided research to the Student Financial Aid Task Force (via the Status of Women Office submission). A presentation was made to the Council of Ontario Universities (COU) Status of Women Committee to promote understanding of the needs of student families, particularly those with financial challenges, and to encourage COU to lobby on their behalf.

The advisor wrote funding applications for the U of T Clothing Bank and provided training and support for its coordinators. The office also provided assistance to Family Voices, a peer support group for students living in poverty.

6. CHILD CARE

The Family Care Office initiated and coordinated the University's efforts to provide alternative care for University children during the teacher's strike of 1997. The Vice-President Administration and Human Resources provided funding to reduce the fees for the emergency care. The Faculty of Physical Education and Health once again demonstrated its commitment to providing service to University families by operating a camp for eight days. Eighty-one children from 53 families were accommodated at Camp U of T and the Bloor Jewish Community Centre. Four hundred and one "child days" of care were provided to University children at the two sites. In addition, the Family Care Office assisted many University families in obtaining care at locations more convenient for their personal circumstances.

As part of the ongoing process of developing a new child care plan for the St. George campus, the advisor served as a member of the Child Care Consultation Group and the Child Care Users Committee. The advisor has continued to provide advice and support to the Vice-President Administration and Human Resources and the Assistant Vice-President, Student Affairs on the issue of child care.

TABLE 1
DIRECT SERVICE

May 1, 1997 - April 30, 1998

Undergraduates (part-time).....	41
Undergraduates (full-time).....	114
Graduate students	129
Post-doctoral fellows.....	20
Administrative staff.....	211
Unionized staff.....	16
Faculty.....	119
Departments	25
Media.....	13
Other*	58
TOTAL:	746
Total students:.....	284
Total employees:.....	346

* Other includes alumni, research, general public and queries from the University community not directly related to family care.

TABLE 2
TYPES OF INQUIRIES

Child care facilities/subsidies/children's programs	56.6%
Maternity and parental leave	21.0%
Financial aid	7.0%
Relationships/support groups	6.3%
Work/study/family balance	6.2%
Elder care	6.0%
Parenting	3.8%
Housing	2.9%
Legal assistance	2.7%
Other (inc. Health, general information, etc.)	24.4%

Note: Individual cases are often listed in more than one category.

TABLE 3

1997-98 FAMILY CARE WORKSHOPS

Choosing Child Care That Works for Your Family
Maternity Leave Planning for Faculty and Staff
New Beginnings (for women students returning to post-secondary education)
Issues in Caring for Elderly Family and Friends
Balancing Work and Family
Your Child and Organized Sport
Working with Your Child's School
Alzheimer's Disease
Long-Term Care for the Elderly
Understanding Menopause
Your Child's Learning Disabilities
Talking about Lesbian and Gay Issues with Young Children
Financial Survival for Student Families
What to Do with the Kids This Summer
Symposium for Women Faculty
Care for the Caregiver
Referral Resources for Students in Need or Crisis

The Family Care Office also facilitated meetings of the University child care centres and provided assistance to them. The Office produced and distributed a revised child care brochure to market the centres to the University population. Child care workshops and individual consultations with the advisor helped students, staff and faculty choose the type of care that worked best for their families. The Office recently added an electronic bulletin board to its website to enable members of the University community to post notices about sharing or providing informal child care.

The shortage of government child care subsidies, particularly in downtown Toronto, remains a serious problem for student families. The Ontario Student Assistance Plan (OSAP) permits only a minimal child care allowance, under the assumption that most students will access the government subsidy system for the bulk of their child care costs. Without a subsidy, students find themselves paying \$600 - \$1,000 per child per month for care. Several student families who already have subsidies have been adversely affected by reassessments of their ability to pay child care costs based on calculations that consider OSAP loans as income. The Family Care Office continues to search for strategies to help students survive this crisis.

7. GENERAL AWARENESS

The Office continued its participation in the Positive Space Campaign, the Healthy University initiative, U of T Day and Take Our Daughters to Work.

PRIORITIES FOR 1998 - 1999

In the coming year, the Family Care Office will be facing a number of new challenges. We will be moving to a more central and accessible location in the Koffler Student Services Centre. I anticipate that this will increase the demand for our services and enable us to share resources more effectively with student services and other University offices located in the heart of the campus. It is also time to begin to develop a long-term strategic plan for the Family Care Office, taking into account the trend towards Work/Life programming at other universities, the demand for some form of employee assistance plan and the possibility of unionization of administrative staff. Additional priorities are as follows:

1. Increase involvement of the Family Care Office in the University's efforts to recruit and retain excellent faculty, staff and students; focus on developing a comprehensive approach to relocation and orientation of newly appointed faculty and their families.
2. Increase outreach to registrars, graduate coordinators and other faculty-based student services offices and expand training for front-line staff in the use of referral resources with students in need or in crisis.
3. Review policy and make recommendations regarding maternity/parental leave, flexible work arrangements and other policies that have an impact on family care.
4. Explore possibilities for collaboration with other Human Resources units to maximize resources and services (e.g. educational programming, promotional materials).
5. Continue to work towards improvements in services and access to facilities for University families, including the reconfiguration of child care services on the St. George campus and a program to provide on-campus assistance with family law matters.
6. Continue to develop and offer education and training programs to meet the needs of the University community; collaborate on a symposium for women graduate students considering an academic career; facilitate the formation of additional on-campus parent support groups.
7. Further enhance the effectiveness of the Office through the increased use of electronic media to communicate with members of the University community.

Finally, I would like to thank the dedicated graduate and undergraduate students who gave their time and expertise to the Family Care Office as work/study staff and as volunteers over the past year. Their efforts have enabled the Office to provide a breadth of services and resources that

could not otherwise have been achieved.

Jan Nolan,
Family Care Advisor

APPENDIX I

CASE SUMMARIES

- a department trying to recruit two highly sought after candidates contacted the Office for background material on services and on quality of life issues to strengthen its chances of attracting these potential faculty members
- a social service agency in the community requested collaboration in developing a joint approach to assisting a client who was a U of T student
- a department requested assistance in arranging for the relocation of a post-doctoral fellow and his family
- a human resources generalist consulted the advisor when developing a telecommuting proposal for an employee
- a faculty member requested referrals for family mediation and counselling for children
- a student with responsibility for an aging grandparent required Cantonese language resources in a suburban area
- a staff member used the services of the Office to begin to set up a comprehensive program of care for an elderly parent
- a student relocating to Toronto requested information concerning health coverage for her lesbian partner
- a staff member received referrals to midwives and doulas
- a prospective faculty member called for maternity leave, housing and real estate information to enable her to weigh offers from U of T and another university
- a graduate student hoping to take maternity leave wanted access to a range of support services that would enable her to complete her program

REPORT OF THE RACE RELATIONS AND ANTI-RACISM INITIATIVES OFFICER

FOR THE PERIOD APRIL 1, 1997 TO MARCH 31, 1998

PREAMBLE

The University established a permanent office for Race Relations and Anti-Racism Initiatives (RRARI) in January 1993 pursuant to a recommendation of a Presidential Advisory Committee and in keeping with the University's continuing commitment to sustain a learning and working environment free from discriminatory harassment and prohibited discrimination.

In furtherance of this goal, the University's Governing Council approved a Statement on Discriminatory Harassment and Prohibited Discrimination on March 31, 1994. This statement is rooted in the Human Rights Code of the Province of Ontario (Revised Statutes of Ontario Human Rights Code, 1990) in which prohibited grounds for discrimination and harassment include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

While the mandate of the RRARI office includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, ethnic origin, citizenship, colour or creed, it is the responsibility of each and every member of the University community to sustain and encourage values justly residing at the core of our enterprise. The issues addressed by my office must be the concern of the entire University community.

OUTREACH

Compared to other universities in Canada, the University of Toronto has done a very creditable job recently of developing outreach strategies designed to recruit and retain students from groups which are under-represented in our ranks, especially in our professional faculties.

A concept of outreach and mentoring which had its genesis in the Student Affairs Office in the Faculty of Medicine five years ago has expanded to include the faculties whose programs are discussed below. The most recent member to this group is the Faculty of Pharmacy which plans to participate in the summer mentorship program this year. The common goal for all participants remains increased accessibility for members of groups whose current representation at the University is well below what it is in the society at large.

Through the Ethnocultural Academic Initiatives Fund the University's senior administration has again supported work in this area in a very tangible way. A joint proposal to the fund by units with mentoring programs for funds to hire a coordinator was awarded \$18,000 of the \$25,900 requested. In addition, the eight partners in this initiative have pledged up to \$1,000 each to supplement this grant.

This level of funding combined with the particular interest shown by the newly appointed Vice-Provost (Students) in this project will ensure better coordination and streamlining by offering a single point of reference to our partners in the external community whose help is invaluable in ensuring the success of the project. Since my last report, another series of outreach and mentoring activities have been completed. The following is a description of the main features of each program.

FACULTY OF MEDICINE

The prototype for the mentoring programs which have come into existence over the past five years was designed in the Faculty of Medicine. Each Faculty which has joined in promoting this particular form of outreach has itself become a contributor to the network of partnerships which has developed. Medicine recognizes those partnerships as the cornerstone of the success it enjoys. The Faculty's Health Science Mentorship Program (HSSMP) involved seven students from the Toronto Board of Education in 1994 its first year of operation. Last summer 36 high school students were admitted to the program. The activity involved seven Boards of Education and mentors from all backgrounds and cultures

What started as a limited initiative confined to Medicine has in five years become a collaborative, multidisciplinary experience which in addition to its focus in the Health Sciences and their relevance to that Faculty allows participants to examine issues from a variety of perspectives. The recent involvement of the Faculties of Law, Engineering and Social Work allows for this broadening of the program's scope.

Last year I mentioned the "Saturday program" in my report and identified it as a project run by the Association for the Advancement of Blacks in Health Sciences (AABHS). In fact medical students of all backgrounds are credited with starting this unique program. Initially the program was aimed primarily at students of Aboriginal, Black and Portuguese backgrounds and provided tutoring in Mathematics, English and Science. However consideration is now being given to any student who for social, family or financial reasons has been unable to maintain a consistently high performance in school. In 1996 the program started with 35 students and 50 mentors. In 1997, 65 high school students and almost 100 mentors participated in an expanded partnership which attracted mentors from the Faculties of Law, Engineering and Arts and Science. The 1998 program which started in February involved over 100 mentors and 80 high school students.

AABHS has remained active in projects such as the Saturday Morning Science Club which provides enriching hands-on experiences to children aged eight to 13 and Vision in Science which is designed to encourage Black/African Canadian and Caribbean students to think about science and technology as possible careers. In April of this year over 1,200 junior and high school students attended a two-day event to promote this initiative. AABHS continues to do important work in the community in the form of keynote addresses, career fairs, conferences and panel discussions at elemen-

tary and high schools and community forums.

The Faculty's exchange program with Temple University in Philadelphia continued in 1997. Four students were sponsored by the University of Toronto to participate in the Minority Access to Research Careers at Temple. One of them was awarded special recognition at Temple for her contribution to a prestigious publication in the United States. The Faculty of Medicine takes great pride in this student's acceptance to the National Institutes of Health and hopes to expand the international co-operation which has worked to the mutual benefit of the participating institutions.

The outstanding work being done by the Faculty of Medicine in collaboration with its partners within and outside the University was again recognized by the central administration in the form of an individual grant to the faculty of \$10,000 from the Ethnocultural Academic Initiatives Fund for its Summer Mentoring Program for Aboriginal and Black youths in Health Sciences.

THE FACULTY OF LAW

The effort to bring greater diversity to the student body in the Faculty of Law continued over the last year with the application of techniques which have paid dividends in the past and the adoption of new ones.

Proven practices such as obtaining information from the Candidate Referral Service of Law Services on Black and Aboriginal students who are Canadian and had Law School Admissions Test scores in a range acceptable to the Faculty were tried again for the 1997-98 Admissions cycle. This time, not only did the Dean of the Faculty write to these candidates encouraging them to apply but for the first time students on the Minority Outreach Committee also sent letters of encouragement with offers to serve as resource persons. The Dean also telephoned all admitted students who self-identified as Black.

The Faculty has hosted a number of events in the last year to help generate interest in its program. Thirteen secondary school students participated in a legal Summer Mentorship Program co-sponsored by the Faculty and the Toronto Board of Education. Feedback from student mentors, members of the Faculty and profession on the secondary school students who participated was overwhelmingly positive.

In February of this year 175 students from the Toronto District School Board attended an Outreach Day. I attended this event and along with Dean Daniels welcomed the students to the University. Much of the success for this day was due to the contributions made by members of the Outreach Committee, in particular Cornell Wright.

Subsidies provided by the Faculty made it possible for eight students to attend a Critical Race Theory Conference at Yale Law School in November last year and for two law students to attend the annual Black Law Students Association Conference in February.

The Career Development Officer in the Faculty has worked with the Outreach Committee and the Native Law Student's Academic Support program to promote events of particular interest to minority and native students.

The Faculty's Minority Outreach Mentoring Program was awarded a grant of \$5,000 from the Ethnocultural Academic Initiatives Fund in support of its outstanding work in this area.

THE FACULTY OF SOCIAL WORK (FSW)

In my last annual report I referred to the FSW's multi-level and multi-model approach to the promotion of diversity. The basic components of this approach are minority student recruitment and retention, faculty recruitment and development, curriculum development which I have discussed later in the report under curriculum changes, community linkages, outreach through the Anti-racism, Multiculturalism and Native Issues Initiative (AMNI) and research.

• Minority student recruitment takes many forms at FSW. A pilot mentorship program in the summer of 1997 attracted Black and Aboriginal high

school students and will be repeated this summer. The coordinator of Admissions in FSW has initiated a number of steps which contribute to success in student recruitment. Her attendance at Career Fairs at universities and Schools of Social Work across the province and her work with students currently attending the University of Toronto are designed to generate interest in the Faculty of Social Work's program. Her work with First Nations House is of special significance.

Student members of AMNI are also involved in recruitment often as a result of having completed a practicum based on learning assignments in the area of recruitment of minority students. Newly admitted students have access to an array of support services. Students may use the Academic Writing Lab established in 1995 in partnership with the University's Health Sciences Faculties. Students in financial need may be awarded scholarships and bursaries targeted to minority students. FSW offers the Daniel G. Hill Scholarship for Black students, and the Rose Wolfe Scholarship for Native students. Asian students have access to the Caroline MacDonald Fund.

- FSW has recognized the importance of fostering an institutional climate that honours diversity and inclusiveness. While respecting the academic freedom of its faculty members, FSW has devised a strategy of encouraging them to participate voluntarily in advancing the agenda set by AMNI. Two workshops were held during the 1996-97 academic year to enable faculty to review and enrich AMNI content in the curriculum. Having successfully introduced such content in first year MSW courses they are examining the need to incorporate more complex AMNI material into the advanced courses.

The theme of cultural competence in graduate education and research which formed the basis of discussions at the 1996 FSW faculty retreat was followed in 1997 by a retreat focusing on diversity issues in curriculum and teaching. In the past five years, three of the five appointments made to the faculty have been in the area of ethnic studies, anti-racism and cross-cultural social work.

The commitment to diversity, which FSW has made, especially as it relates to faculty involvement, is one that deserves the attention of those sectors of the university that have been slow to embrace this goal.

- FSW, more so than most professional faculties at the University of Toronto is aware of the importance of partnerships with mainstream and ethnoracial social agencies in the community served by its graduates. Through these partnerships, AMNI has been able to improve the FSW's understanding of the challenges which exist for those who deal with culturally and racially diverse groups. This exercise has informed FSW's policy formation. The development of practice with a focus on multicultural and multiracial issues has been facilitated by these partnerships.

AMNI's advisory committee consisting of faculty, students and a cross section of the community sector in Metropolitan Toronto has hosted a number of seminars which served to broaden the discussion of cultural competence in social work education and service delivery.

- Many of the initiatives planned by AMNI for 1998-99 contain a research component. A proposal to build a formal evaluation component into future mentorship programs at FSW to assess their long-term merit is one such project. The impact that AMNI has had in introducing and sustaining institutional change must also be assessed periodically to determine which components of the AMNI initiative may be in need of fine tuning.

In a recent paper entitled "Responding to diversity in organizational life: the case of a Faculty of Social Work," the authors all members of the faculty at FSW identified the critical questions to be addressed in such an evaluation as the following:

- What are the experiences of faculty and students with the AMNI initiative?
- How can we enrich the educational experiences of minority students at the faculty?

- Do we make a choice between anti-racism and diversity even though the two are complementary?

FSW received \$8,000 from the Ethnocultural Academic Initiatives Fund for its summer mentorship program.

FACULTY OF APPLIED SCIENCE AND ENGINEERING (APSC)

In the past year APSC expanded the elements of its outreach and mentoring programs which it has developed so successfully in the last few years.

Last year Science Outreach reached 25,000 youths in the greater Toronto area and in Northern Ontario communities. Bursaries were provided to some inner-city youths to enable them to participate in this program. APSC has tried to involve staff reflecting the ethnic and racial composition of the students who benefit from the program.

During the past year two trips were undertaken to communities as far north as James Bay to raise the profile of the AMIK program designed by APSC to attract more native students to the faculty. Over 40 First Nations communities were visited from northern Quebec to the Manitoba border.

In keeping with the effort to attract and support an increasing number of native students APSC, with the assistance of the Ethnocultural Academic Initiatives Fund, has established an Aboriginal Thesis Fund which provides financial assistance to students in the fourth year whose thesis is relevant to First Nations issues.

As part of its 1997 Summer Mentorship Program, APSC selected 28 students from a highly competitive pool to work in a variety of settings under the supervision of a professor, graduate student or a member of the administrative staff.

The students were from schools under the jurisdiction of the Toronto and Peel Boards of Education and reflected the target groups APSC has identified i.e. visible minorities, women, aborigines and persons with a disability. Socioeconomic factors which negatively affect students willing to participate are also considered.

The work being done by APSC in the mentoring area has been recognized by the Canadian Association of College and University Student Services (CACUSS) with the award of an incentive grant. APSC has also been awarded \$10,000 from the Ethnocultural Academic Initiatives Fund to enhance its contact with Native communities.

OTHER INITIATIVES AND PARTNERSHIPS

NEW COLLEGE

Last year New College continued its outreach program to Eastdale Collegiate and Flemington Elementary School which have been its partners in this enterprise for a number of years.

This program now includes visits to the schools by New College student tutors and reciprocal visits by the students to the University of Toronto.

In an evaluation of the New College mentorship program for students of African descent, the author observed that the efforts being made by New College students to provide tutoring for students in these schools is much appreciated but there are problems with respect to the timing of the tutoring (students agreed the tutoring should begin earlier) and the level of interest shown by some of the students being tutored.

It is also clear from the evaluation that some streamlining needs to take place of the method whereby first year students of African descent are informed that help is available to them in adjusting to life at the University. In particular, I would urge those who plan the mentorship program to review an approach which may give the appearance of singling out Black students as automatically needing such assistance. I agree, however, with the suggestion that the Transitional Year Program office should make this information readily available to its graduates, many of whom attend New College. The question of how best to advertise this service should be discussed with groups such as the West Indian Students' Association, the African Canadian Students' Association and the University of Toronto Gospel Choir to get their recommendations. The remedial steps which emerge from the

evaluation which has been conducted will make what has been an innovative and beneficial program even more so for its participants. Future plans being considered by New College include the development of links with West Toronto Collegiate similar to ones in place for Eastdale Collegiate and Flemington Elementary School.

A recruitment initiative with the support structure of the Asia Pacific Foundations network of Canadian Education Centres and based on a three-week summer residential program with ESL instruction and University orientation is under development. Known as the Young Prospectors Program, this project will target Taiwan, Japan and South Korea.

New College also plans to participate in an eight-week instructional program in pre-university mathematics which is sponsored by the Faculty of Arts and Science with an optional component involving residence at New College.

THE TRANSITIONAL YEAR PROGRAM (TYP)

TYP has continued to provide access to persons from a variety of ethnoracial and social backgrounds for whom it has remained their last best chance to pursue post-secondary education.

In 1997, the program was advertised in the mainstream press as well as in community newspapers such as Share, which is widely read by the Black community in Toronto and NOW which is popular with a broad cross-section of young readers. TYP also benefited from a number of shared advertisements with the Pre-University program which were financed by the Provost's office.

The largest response (214 calls) came from the back-page item which TYP placed in the Pre-University program calendar.

The one major concern with publicity is the small number of enquiries generated through First Nations contacts. TYP hopes that closer collaboration with First Nations House in recruitment efforts will lead to better results.

TYP registered 63 students for the 1997 winter session. A survey of registered students identified 50% of them as Black, 25% white and 10.9% as Aboriginal. TYP continues to serve the populations for which it was designed while accommodating persons drawn from other ethnoracial groups.

TYP has introduced some useful improvements to its orientation for new students. Pre-orientation sessions were offered in June 1997 for admitted students and those on the waiting list. Information was provided on OSAP and other forms of financial assistance as well as on the selection of an Arts and

Science option course.

In July an optional workshop on academic reading in the social sciences attracted 23 of the newly admitted students. A series of Thursday workshops on the academic and non-academic aspects of student life were offered in the fall in conjunction with sessions devoted to counselling and learning skills.

In spite of the impressive reputation that TYP's Steps to University program has earned for itself, its future may be in jeopardy because of recent changes mandated by the provincial government. Up to now, the success of this initiative has depended on cooperation between the Toronto Board of Education and the U of T, through the TYP. The creation of a Toronto District Board of Education with responsibility for all students formerly under the jurisdiction of individual municipalities will have serious implications for the support that programs of this kind have enjoyed in the past.

A Report on the Results of the Steps to University Program 1992-96 prepared by Suzanne Ziegler and Rob Brown provides ample evidence of the significance of this program and strongly supports the view that for all the good it has done, it must be maintained.

TYP received \$5,000 from the Ethnocultural Academic Initiative fund to support Native graduate students participating in the Indigenous Education Network to provide mentoring to native students at TYP.

THE INTERNATIONAL STUDENT CENTRE (ISC)

In my 1997 annual report, I mentioned an attempt by the staff at ISC to change the name of the Centre to one that better suggests its role as a place that is inclusive of all students. Two student surveys have been unsuccessful in identifying an acceptable alternative title.

Over the past year ISC has sponsored events that have promoted group interaction. The "Holy Days" multi-faith celebration took place in December 1997. This event has attracted an increasing number of participants in the three years it has existed and continues to be interesting and informative. Another such initiative was a series of "cultural evenings" featuring presentations by students on their country and culture.

The staff at ISC is poised to support the University's developing international strategy. The ISC's expertise and facilities can positively enhance efforts to recruit and retain excellent international students.

TABLE I

Formal Complaints Documented and Requiring Investigation by RRARI Officer

Source of Complaint	Constituency Identified in Complaint									
	Student 96-97 97-98		Faculty 96-97 97-98		Admin Staff 96-97 97-98		Total 96-97 97-98		Percentage 96-97 97-98	
Student	9	7	11	9	7	9	27	25	67%	61%
Faculty	1	1	2	1	0	2	3	4	8%	10%
Admin Staff	1	2	1	2	8	8	10	12	25%	29%

Of the 41 formal complaints received, 20 have been resolved, 8 have been dropped and 13 are in progress.

TABLE II

Informal Complaints: No Specific Request for Action by RRARI Officer

Source of Complaint	Constituency Identified in Complaint									
	Student 96-97 97-98		Faculty 96-97 97-98		Admin Staff 96-97 97-98		Total 96-97 97-98		Percentage 96-97 97-98	
Student	12	10	10	11	5	4	27	25	63%	59%
Faculty	1	2	1	0	2	3	4	5	10%	12%
Admin Staff	3	2	4	4	7	6	14	12	27%	29%

Of the 42 informal complaints received, 23 were from individuals who insisted on complete anonymity.

CURRICULUM CHANGES

Curriculum change is usually reflected in one of two ways. Some faculties supplement or replace existing curricula with discrete elements which focus on ethnocultural topics. The other approach involves an examination of everything which is being taught with the intention of infusing ethnocultural content into as many facets of the existing curriculum as possible.

For some time, we have had examples of the former method and we continue to see evidence of this approach. For instance, the Faculty of Arts and Science which has offered a minor program in Caribbean Studies through New College has introduced a major program in this area, now that the relevant departments have agreed to cross-listing of their courses. Another example in the Equity Studies Major Program which was recently approved.

In 1997-98, the Faculty of Law, through its Distinguished Visitors Program offered courses in Restorative Justice: Theory and Practice in Criminal Law and Business Regulation with relevance to Canadian First Nations peoples. As well Transnationalism and National Territorial Jurisdiction focused on international human rights codes. A new course in Critical Race Theory, developed in collaboration with student members of Students of Law for the Advancement of Minorities will be available in 1998-99.

No faculty has been more committed recently to the "infusion" technique than the Faculty of Social Work. Of course it must also be said that this faculty has recognized the importance of equipping its graduates with as complete a set of tools as they need to operate effectively in present day society. Add to this a strong commitment by the faculty and administration at FSW to adopt this approach and you have the basis for meaningful change.

The infusion of AMNI content into all five first-year fall term required courses was introduced for the 1995-96 session. The evaluation which followed resulted in refinements to content and teaching-learning methods so that in the past year the FSW has begun to formulate plans to incorporate ethnocultural content in a more systemic way into the second year of the MSW program.

Once more, the elements of the curriculum which are being targeted are ones which are on the required list such as the Practicum and research courses including one entitled Critical Appraisal of Social Work Practice Literature.

I have emphasized the strong commitment of the faculty and the senior administration in FSW to these innovations. I should also recognize the contribution of community experts who act as sessional instructors, guest lecturers and consultants.

In particular Professor Emeritus Donald Meeks, Kenn Richard, Executive Director of Native Child and Family Services and Dr. Lynn Davis, formerly with the Royal Commission on Aboriginal People should be cited for their advice and insights and their contributions to the enhancement of the ethnocultural dimensions of the MSW program.

EMPLOYMENT EQUITY

At the time that this report was prepared the 1997-98 Employment Equity Report was not in general circulation so it would be inappropriate to comment on its findings at this stage.

Many of the programs and initiatives described in my last report have continued over the past year.

- Staff have improved their computing skills in a self-paced fashion by making use of the Learning Lab.
- The career guide, a source of information on skill requirements and duties associated with major career streams, is now available on the Web and is used in workshops.
- Using the recommendations of the SMG Career Development Committee as a guide, the Human Resources Department has undertaken a number of career development initiatives to "provide equal opportunities for career advancement of all members of the Senior and Administrative Management Group including females and those in designated groups."
- A number of courses and workshops continue to

be offered dealing with cultural differences, human rights and creating positive work place relationships. My office and other ELAG offices have assisted in the delivery of these workshops.

COMMITTEE AND WORKSHOP ACTIVITY

I

I have served on several important University appointment committees over the past year. I have acted as a resource person to the committee which appointed the coordinator of Disability Services for Students. I was a member of the Advisory Committee for the selection of the Vice-Provost (Students) and an assessor to the committee which appointed the new Ombudsperson.

I have continued my involvement with the Principal's Advisory Committee on Diversity and Excellence at the University of Toronto at Mississauga which is undertaking a comprehensive review of all aspects of student life and faculty and administrative concerns.

I have also worked on committees struck by Police Services to select police officers.

Workshop and counselling sessions, some sponsored by Human Resources and Labour Relations were offered to many groups during the past year. My office and others within the Equity portfolio met with grounds staff, supervisors and other administrative staff to discuss issues around performance problems, discipline and other matters. In meetings with supervisors, we invited them to bring case studies drawn from their own experiences which formed the basis of the agenda for the workshops. This approach was well received by participants.

In general, the office continues to serve as a resource for anyone at the University with a need to discuss any equity issue which falls under the office's jurisdiction.

Externally, I have continued to serve on the Standing Committee on Employment and Educational Equity established by the Council of Ontario Universities. I have agreed to accept a further extension of my membership on that Committee until June 1999.

These activities are all central to the work of the office and will remain on my list of priorities for the coming year.

THE CASE FILE

Tables 1 and 2 provide comparative data for 1996-97 and 1997-98 by source of complaint and constituencies identified in the complaint. The data for both periods cover a 12-month period.

This past year the pattern of complaints remained essentially the same as previously with students filing the majority. Their concerns with fellow students most often involved issues of open harassment which they attributed to race and cultural background. Some students cited their racial background as the reason for their differential treatment in the classroom. This was also given as the reason for differences which arose between some of them and members of the administrative staff.

Complaints from the administrative sector most often centred around performance appraisals and their importance in the promotional opportunity process.

The complaints in the faculty area were mainly from individuals who have held teaching responsibilities but have been unable to secure a full time position.

Some individuals are still reluctant to file a formal complaint but are prepared to seek advice as to how to handle situations with which they are uncomfortable. Still others insist on long-telephone discussions as the way to get that advice while remaining anonymous.

I have continued to work with supervisors in unionized situations as they seek to resolve complaints. The recent drive for certification by the United Steelworkers of America, if it is successful, may have implications for these informal arrangements.

I did not receive any complaints of serious differences between student groups in the last year. As well, there were fewer complaints regarding unwell-

come graffiti. One must hope that these trends continue.

SUMMARY

There is cause for hope and some potential for concern on the basis of developments in the year since my last report.

The University's strong support of the initiatives undertaken by some of its faculties to reach out to members of under-represented groups and to provide mentoring and tutoring services as needs are identified is to be commended. The funding provided through the Ethnocultural Academic Initiative Fund to hire a coordinator and the continuing support through that fund for individual faculty initiatives are praiseworthy. The only thing that I would recommend by way of additional support is a long term commitment by the University to support the efforts being made in this area. Another proposal by the group which submitted the request to fund a coordinator's position for the mentorship programs will be submitted later this year. It will describe the financial requirements for continuing and consolidating this program and deserves the support of the senior administration.

I was impressed by the number of reviews of outreach initiatives undertaken in the last year. Recent reviews of the TYP, the New College Mentorship program for Students of African Descent and of the AMNI initiative at FSW will serve not only to enhance those programs but will provide valuable lessons for the other partners in this project.

Targeted support for Black students as a result of a five-year commitment made by an anonymous donor in 1995-96 brought welcome financial relief for some students. The bursaries and scholarships awarded and the funding to support mentorship programs and the African and Caribbean Studies programs at New College highlight the significance of this gift and the difference it makes in the lives of some students.

There is concern with the impact of increased tuition on the ability of students to attend the University, especially its professional faculties. Many of these students are from groups we are seeking to attract. The University's commitment to assist students in financial need will be a major responsibility of the Vice-Provost, Students. This commitment must be seen to be strong and unwavering if we are to sustain the momentum of some very successful outreach initiatives.

As in recent years, the difficult financial circumstances continue to inhibit most external recruiting for job openings in the University administration. Until there is an improvement in this area, the University must continue to provide the training to allow its internal staff to acquire the skills that will make them more competitive when promotional opportunities arise.

The Employment Equity Report for this year has not yet been published so I am not in a position to comment on progress in minority faculty hiring.

On balance the past year has been a good one on several fronts as the University has made important commitments that should ensure continued progress to a greater level of diversity.

Kelvin E. Andrews
Race Relations and Anti-Racism Initiatives Officer

UNIVERSITY OF TORONTO SEXUAL HARASSMENT EDUCATION, COUNSELLING AND COMPLAINT OFFICE

ANNUAL REPORT 1 JULY 1997 TO 30 JUNE 1998

INTRODUCTION

This year there were 236 complaints to the Sexual Harassment Office, of which 48 went through the

Formal Complaints procedure. There is some discussion of these figures later in this report.

Complaint statistics continue to be a focus of considerable interest, and questions about the significance of the figures likewise continue to feature prominently in inquiries to the office. The Policy and Procedures: Sexual Harassment has been in effect, now, for just over 10 years, and this is an opportune time to provide the University community with a basis for longitudinal comparison.

These figures may explain my reluctance to give a numbers-based account of long-term "trends" in the incidence or prevalence of sexual harassment on campus. Some factors have remained fairly consistent over the last five years: the preponderance of complaints made by women about men; the ratio of complaints based on sexual orientation to those based on sex (about 1:9); the disproportionate number of complaints from non-academic staff. Overall, however, the figures fluctuate, and in my view they do not provide a reliable foundation for any conclusions about the general well-being of the campus environment. I claim no peculiar knowledge that enables me better to make that assessment than others.

Nature of complaints

The ratio of Formal Complaints to Informal Complaints and requests for assistance increased this year, from approximately 2:9 in 1996-97, to approximately 1:4 in 1997-98. The increase was primarily in complaints from undergraduates, and in complaints about teaching assistants, faculty and staff. The numbers, of course, are small, and I am loath to draw too many inferences from them. The trend is not replicated in Informal Complaints, and I don't believe the figures tell us anything about the incidence of teacher-student sexual harassment. They may represent an increased willingness on the part of undergraduate students to pursue formal mechanisms for resolution; if so, this would be an encouraging development.

Complainants will use the resources that are available to them, and in many cases there will be a range of options open to them. This year a greater number of inquiries made initially to my office have been referred to the Community Safety coordinator and, through his office, either to the University of Toronto police or to the regional police. At the same time, fewer inquiries about issues that can more appropriately be dealt with under the Code of Student Conduct came through the Sexual Harassment Office, and my sense is that this is because students more readily identify residence and registrarial staff in their own colleges as potential sources of help.

The lack of other options also affects the caseload in the Sexual Harassment Office. The absence of the University's Sexual Assault Counsellor on leave for much of the last year contributed to an increased demand for counselling about sexual assault issues, both from the Sexual Harassment Office and from the Office of the Community Safety coordinator.

A number of cases in the last year have involved multiple student complainants, in circumstances in which other faculty members and department Chairs have been asked to embroil themselves in quite intricate disputes. We have responded, for the most part, by providing sexual harassment training to groups of students and faculty, with the accompanying opportunity to air some of the broader issues, whilst simultaneously inviting complainants to use the appropriate complaint mechanisms for addressing identifiable individual concerns. On the whole this approach appears to be satisfactory, and it has enabled me to work in close co-operation with academic departments in developing very specific educational initiatives. This is always rewarding for me, and is a useful reminder to me of the huge pluralism of the university population, as well as the diversity of the issues we are dealing with.

Complaints outside the scope of the Policy and Procedures

This year 41 complaints - or 17% of the total - were about conduct which falls outside the university's definition of sexual harassment. This compares with 12% in 1996-97 and 11% in 1995-96. This increase, which I consider a significant one, is

Dates	Period	Formal complaints # % total	Total complaints	Annual complaint rate
Mar 88 - Feb 89	1 year	6 9	67	67
Mar 89 - Aug 90	18 months	8 5	150	100
Sep 90 - Aug 91	1 year	4 6	70	70
Sep 91 - Aug 92	1 year	17 10	174	174
Sep 92 - Aug 93	1 year	22 10	224	224
Sep 93 - Jun 94	10 months	37 20	185	222
Jul 94 - Jun 95	1 year	35 14	245	245
Jul 95 - Jun 96	1 year	39 14	278	278
Jul 96 - Jun 97	1 year	36 17	217	217
Jul 97 - Jun 98	1 year	48 20	236	236

attributable to a number of factors. In a number of cases, the complainant knows that her or his complaint is not one that falls within the scope of the Policy, but nonetheless wants to discuss the situation on a confidential basis, and to elicit advice or an explanation of other internal remedies. Many of these enquiries come from people who have attended one of the more generic staff training workshops - which, as I note below, are increasingly replacing single-issue sexual harassment workshops. The report of the Harassment Working Group, and the memorandum which resulted from its work, (discussed below) have also contributed to the increased volume of inquiries and requests for assistance, particularly from supervisory staff. Concerns about "workplace harassment" or "general harassment" comprise fully three-quarters of the complaints in this category.

There was also a series of reports to the office about the work of an anonymous graffiti artist, who was, apparently systematically, augmenting posters advertising the Positive Space Campaign, and any other posters making reference to lesbian, gay, bisexual and transgender issues, with selected

Biblical quotes and commentary. A number of student spokespeople took the view that this graffiti constituted hate speech, and sought the support of the Sexual Harassment Office in tracing and prosecuting the person responsible. My view is that Biblical quotes and objections to particular forms of sexual expression are not intrinsically hate speech; that graffiti is already prohibited under University policy; that characterising it as "harassment" does not in any way assist us in detection or prevention; and that the offence does not constitute a threat or insult sufficient to warrant the kind of undercover surveillance and detection work that had been proposed in some quarters.

POLICY DEVELOPMENT

Policy and Procedures: Sexual Harassment
Last year I proposed a minor amendment to the Policy in order to enable the university to deal more appropriately with cases which fall under the jurisdiction of more than one institution: for example, a teaching hospital, or a school or clinic which accepts our students for practicum placements. This amendment was adopted by the Governing Council last fall.

Harassment Working Group

I was a member of this working group, which was chaired by Paul Gooch and which was responsible for addressing concerns raised by UTSA about harassing or threatening conduct which is not based on a prohibited ground of discrimination and therefore does not fall within the explicit ambit of our policies on harassment. The Working Group recommended that managers be reminded of their responsibility for preventing and remedying all forms of harassing conduct in the workplace, and be provided with training and resources. A memorandum to this effect was issued by the Provost and the Vice-President of Administration and Human Resources. This memorandum has proved invaluable as an instructional resource, both in the management of specific problems, and in more general training endeavours.

Code of Student Conduct

In general I am not formally involved in the administration of complaints under the Code of Student Conduct. Often, however, there is occasion for consultation with colleagues about individual cases. In a number of instances a complainant may have a choice as to whether to regard an incident as one of sexual assault, and therefore a Student Code of Offence, or as one of harassment which can be dealt with under the Policy. In some circumstances a complainant may first elect to treat the matter as the less serious offence of harassment, and may later decide that the sanctions under the Student Code will be more effective. I advise people of their options beforehand, of course, but I recognise that the decision will to a certain extent be based on imponderables, and may change. This spring I also took part in general discussions with colleagues from the School of Graduate Studies as to circumstances in which neither the Policy nor the Code is an appropriate instrument, and in which it is appropriate for us to decline complaints.

DAR Summer Camp Policy Manual

I assisted in revisions to the policy and training manual which is provided to all staff of Camp U of T; I also assisted in writing a camp policy on physical contact with children, and a protocol on reporting child abuse.

COMMITTEES

Canadian Interuniversity Athletics Union

Last year at its AGM the CIAU approved a new policy on harassment and discrimination, which I had assisted in drafting. This policy will cover students and employees of member universities at all CIAU-sponsored events. I served on a subcommittee of the CIAU with colleagues from the Universities of Western Ontario and Toronto and Memorial University which this year developed a policy manual and an educational program for the CIAU and its member universities.

Homophobia in Sport Coalition

The Canadian Association for the Advancement of Women in Sport & Physical Activity, in conjunction with a number of National Sport Organisations, convened a meeting at the University of Toronto in March 1998 in order to develop an educational campaign to address homophobia in sport. I attended this meeting and have subsequently contributed to a literature review and a preliminary discussion paper.

Jus Committee

I once again had the honour of serving on the committee which selects the recipient of the annual Ludwik and Estelle Jus Memorial Human Rights Prize as part of the University of Toronto Alumni Association's awards of excellence program.

Ontario Gymnastic Federation

I was invited to serve as an external member of the Ethics Committee of the Ontario Gymnastic Federation, in order to review policies and educational initiatives on a range of equity issues, and to

COMPLAINTS

FORMAL COMPLAINTS: 48

Constituency of complainant and respondent

Complainant:	staff respondent	faculty respondent	graduate respondent	u/graduate respondent	total
staff:	10	-	1	1	12
faculty:	-	-	1	1	2
graduate:	1	4	3	2	10
undergraduate:	3	4	3	14	24
total	14	8	8	18	48

Gender of complainant and respondent

	Female respondent	Male respondent	total
Female complainant	-	31	31
Male complainant	6	11	17
total	6	42	48

Form of sexual harassment

Part A s. 1(f)(i) promise of reward	4*	harassment based on sex	35
Part A s. 1(f)(ii) threat of reprisal	3*	harassment based on sexual orientation	13
Part A s. 1(f)(iii) physical conduct	18*		
Part A s. 1(f)(iv) verbal conduct	46*		
sexual assault	1*		
physical assault	-		

*complainants usually refer to more than one form of harassing behaviour by respondents

Outcome of Formal Complaints

Withdrawn before stage 1	-
Resolved at stage 1: informal resolution	35
Withdrawn before stage 2	-
Resolved at stage 2: mediation	12
Withdrawn before formal hearing	-
Disposed of in formal hearing	-
Suspended during other proceedings	-
Dismissed	-
In progress	1

INFORMAL COMPLAINTS: 188

Constituency of complainant and respondent

Complainant:	staff respondent	faculty respondent	graduate respondent	u/graduate respondent	anonymous respondent	respondent off campus	total
staff:	26	3	7	8	14	2	60
faculty:	1	3	4	7	4	1	20
graduate:	3	10	9	5	3	-	30
undergraduate:	-	13	-	28	14	9	64
off campus:	1	2	-	2	-	9	14
total	31	31	20	50	35	21	188

Gender of complainant and respondent

	Female respondent	Male respondent	Unidentified respondent	total
Female complainant	9	128	1	138
Male complainant	12	34	4	50
total	21	162	5	188

Form of sexual harassment

Part A s. 1(f)(i) promise of reward	5*	harassment based on sex	126
Part A s. 1(f)(ii) threat of reprisal	5*	harassment based on sexual orientation	21
Part A s. 1(f)(iii) physical conduct	54*	{conduct not covered by policy}	41
Part A s. 1(f)(iv) verbal conduct	113*		
sexual assault	15*		
physical assault	8*		

*complainants usually refer to more than one form of harassing behaviour by respondents

Reasons for not using the Formal Complaints Procedure

Fear of repercussions	19
Complaint out of time	4
Party/parties outside jurisdiction	21
Respondent anonymous or unknown	35
Behaviour outside definition	41
Criminal proceedings initiated	23
Other proceedings initiated	9
Sought advice/counselling only	22
Complaint adjudged frivolous/vexatious	3
Complaint adjudged unfounded	-
Respondent covered by collective agreement	11

advise on questions and complaints received by the committee.

Mental Health issues

A number of people representing student services staff and student organisations have expressed increasing concern about the inadequacy of our responses, both individually and institutionally, to student clients who are mentally ill. Often such students will have requests or expectations of the University which are both commonplace and legitimate, but owing to their mental illness they will present their requests in a manner which is unreasonable, and sometimes intimidating or alarming. The Office of Student Affairs has established a working group, with wide representation, to explore training and response models which might assist us in working with students and staff to improve our service delivery in this area.

Positive Space

The Positive Space Campaign distributes leaflets and stickers for display around the University, with the purpose of making our commitment to welcoming sexual diversity a more visible one. I was part of the working group which revised and updated publicity and information materials for the campaign this year, for distribution in the fall.

Active Women

The Department of Athletics and Recreation planned a week last fall for Active Women at U of T, which was intended to encourage more women in the University to use our athletics facilities, and to develop programming which would address women's interests and priorities; it was highly successful and will be repeated. I was a member of

the committee which planned and organised events and programs.

EDUCATION AND PUBLIC AWARENESS

This time last year a sexual harassment case at Simon Fraser University was the focus of considerable attention, both within Canadian universities and externally, in the news media. I co-authored a comment on the reactions to the case for the Op-Ed page of the Globe and Mail, and took part in a number of media interviews about it. Attention to events in the upper echelons of the US government and recent rulings of its Supreme Court have likewise generated interest in the Canadian media, and I have again participated in the public discussion. Such media "events" often translate into an intense discussion of the issues on campus: in classrooms and training sessions, and in the resolution of individual complaints.

As is my custom, I have enthusiastically accepted invitations to offer guest lectures in a wide range of undergraduate and graduate courses. I value these opportunities for the ways they enable us to engage in more thoughtful and complex discussion of the issues, and because they help me to remain conversant with current research and thinking in the area.

The office has also taken part in a number of staff training initiatives. Increasingly, staff groups ask for a more generic approach to training: they want to understand issues of human rights, harassment, discrimination and threatening conduct in the context of broader management policy and practice. The work of the Harassment Working Group indicates that there is some need for this approach, and over the past year I have worked ever more

closely with colleagues, most particularly Kelvin Andrews, the Race Relations and Anti-Racism Initiatives Officer, and Len Paris, the Community Safety Coordinator. We have also started to plan and develop training for supervisors of unionised staff, and union members, the latter in conjunction with the President of the CUPE Local on campus, Bart Williams, and with staff from the regional and national branches of CUPE and from the university's Labour Relations Department.

I have also taken part in miscellaneous training programs: for orientation leaders and coordinators; for residence dons; for volunteers at Downtown Legal Services, the student-staffed legal clinic; for staff at Hart House, Camp U of T and Public Affairs; and for staff and students in specific faculties. This spring I participated in a forum on sexual diversity and homophobia organised by Student Health Services.

Outside the University, Susan Addario of the Department of Student Affairs and I presented a session at the annual conference on "students in transition," organised by US universities and held in Chicago last fall, on the University of Toronto's work to improve welcome and orientation of student athletes. I also took part in a presentation on equity in sport with faculty and staff from the Universities of Toronto and Western Ontario in London, Ontario in February; and, with Professor Brian Pronger, of the Faculty of Physical Education and Health, I gave a paper at the Queering the Nation conference at York University in June.

Paddy Stamp
Sexual Harassment Officer

Special Service had been without a Coordinator since the retirement of Eileen Barbeau in 1996. On September 1, 1997 a new Coordinator, Helen Simson, came on board. As a follow-up to the 1996-97 review of the service, a comprehensive examination of all of the individual areas of activity within the service was initiated, concentrating on identifying ways of improving service delivery and elevating the profile of the service within the University community.

Processes and procedures for interacting with students, faculty and administrative and academic units were scrutinised and adjusted throughout the year by the newly hired Coordinator in collaboration with other staff working in the service. Systems for intake, needs assessment and provision of accommodations were analysed and streamlined. Forms used for communications with students, faculty and administrative staff were evaluated and improved as required. Meetings with Deans, Chairs and academic advisors provided input for consideration in this process, as did informal consultations with student users of the service.

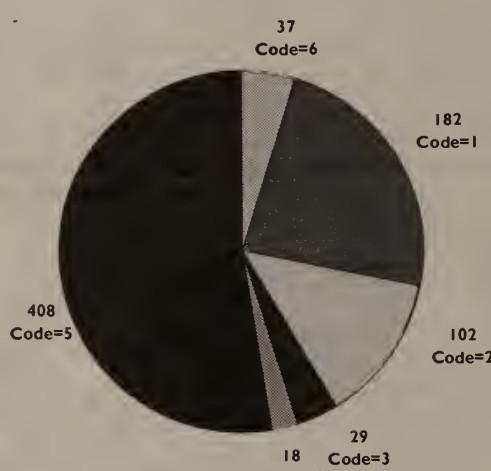
The service had only minimal computer equipment in place at the time that the new Coordinator came on board, and information was being managed manually. A special project this year has been the beginning of a comprehensive computerisation of Special Services. Analysis of the technology requirements of the service and its staff was undertaken and initial equipment purchases made. A database for management of student information was designed and put in place, and access to the Student Record System was implemented. This project will continue through the next two years, with a particular focus on computerising scheduling of tests and exams written under the auspices of Special Services. On completion of computerisation, all information about student users will be managed electronically, enabling staff to more efficiently and effectively use their time to support students, faculty and staff.

Outreach to the University community and beyond was also a primary area of activity during the 1997-98 year. A Web site for the service, which has been in place for a number of years, is currently being upgraded, made accessible to adaptive computer technology and is being linked to a broad spectrum of Web sites at the University and in the community-at-large. In conjunction with this project, a print pamphlet is also under development. A handbook for students, designed to be a companion to the Handbook for Teaching Students with Disabilities, is also under development. It will describe the types of services available to students, criteria for eligibility to access services as well as rights and responsibilities of students who have disabilities.

Linkages with other student services at the University were strengthened this year, resulting in some innovative collaborative activities. The Career Centre has been enhancing its services for students who have disabilities and who are seeking support

Students Registered May 1, 1997 - April 30, 1998: By Disability

MET Classification Codes	
1	= Systemic/Chronic Medical
2	= Mobility
3	= Blind/Low Vision
4	= Deaf/Hard of Hearing
5	= Learning Disability/ADHD
6	= Multiple: Two or more of the above



Test/Exam Data St. George Campus 1997-1998 Academic Year (May 12, 1997-May 6, 1998)

Number of Tests Written	Number of Students Who Wrote
May 1997	32
June	126
July	66
August	104
September	6
October	271
November	159
December	423
January 1998	68
February	251
March	167
April	495
May	109
Totals:	2277
During the 97 Winter Exam Period (April 13, 1997-May 6, 1997):	
* 493 final exams were written by 203 students on the St. George campus.	

Note-taking Data St. George Campus 1997-98 Academic Session (May 12, 1997-May 6, 1998)

Volunteer Note-taking

Number of Students
who required note-taking services 83

Number of volunteers registered* 93

Number of Courses
for which note-taking services were required 174

*This indicates the number of volunteers that officially registered as note-takers. Some note-takers may have taken notes for more than one course, and students requiring notes may have recruited a note-taker on their own or the instructor provided his/her own notes to the student.

Computerized Note-taking

Number of Students
who required note-taking services 4

Number of Courses
for which note-taking services were required 18

Students Registered with Special Services, St. George Campus: May 1, 1997 - April 30, 1998

Disability Category	Number of Students Registered
Systemic/ Chronic Medical	182
Mobility	102
Blind/Low Vision	29
Deaf/Hard of Hearing	18
Learning Disability /ADHD	408
Multiple: Two or more of the above	37
TOTAL	776

in terms of employment or career development. Staff in Special Services have supported these activities by contributing knowledge and expertise related to disability and employment. The Coordinator has also provided in-service workshops for staff in the Health Service and for academic advisors in the Faculty of Arts and Science. Two collaborative initiatives between Special Services and the Counselling and Learning Skills Service (CALSS) are under development and will be implemented in the fall of 1998. These include the establishment of a Learning Strategies Centre open to all students of the University, which will offer expertise in learning disabilities as well as other areas of learning difficulty experienced by students, and the hiring of a Registered Psychologist who will work in both Special Services and CALSS. The Learning Strategies Centre will fill a significant gap in the array of supports Special Services has been able to offer to students with learning disabilities and neurologically based disabilities in recent years. Collaboration with other student services enhances the accessibility of the University overall and directly supports Special Service's mandate of facilitating the integration of students with disabilities into the University community.

Special Services works with Financial Aid in the administration and disbursement of the federally and provincially funded Bursary for Students with Disabilities (BSWD). The BSWD is typically used to fund access to services or supports not available at the University. The bursary is restricted to students who are OSAP eligible, resulting in some disparity in our ability to support students who require adaptive computer equipment, psycho-educational assessments or other types of supports and services not directly provided by Special Services. The Office of Admissions and Awards was extremely helpful this year in working with Special Services to establish a parallel fund for students who have disabilities but who do not meet OSAP eligibility requirements because, for example, they carry too small a course load or are from out-of-province. This is a new initiative and will be monitored over the next year in order to fine-tune it.

Collaboration with the Writing Programs has also been undertaken this past year, through meetings between staff in the Writing Programs and in Special Services and through in-service training provided by one of our psychologists on the needs of students with learning disabilities in terms of writing remediation. Staff in the Writing Programs wanted to be able to identify students in their programs whose writing difficulties may be related to learning disabilities in order to make appropriate referrals and staff in Special Services wanted gain a better understanding of the supports available to students through the Writing Programs. This type of collaboration broadens the range of supports available to students who have disabilities across the University community and reduces overlaps in service provision.

Special Services participated in the SAC Wheelchair Access Committee, as it has in past years, funding projects that will improve the physical accessibility of buildings used by students. We also provided input to colleges and faculties on accessibility issues which included physical access as well as access in terms of academic programs and administrative activities. The Coordinator works closely with staff in Facilities and Services on physical access issues and participated this year in a task force on door openers on campus.

The Coordinator, along with other Special Services staff, provides advice to faculty and administrative staff on issues pertaining to supporting students with disabilities. This is a significant activity for Special Services, not only in terms of frequency of contact but also in terms of demonstrating the direct relationship that exists between service provision and academic activities within the context of supporting students who have disabilities. The range of issues that arise in this context are broad and frequently very challenging, and in some instances contribute to a rethinking of pedagogical practices for the student body in general. Examples of issues that have arisen include making a chemistry course accessible to a student who has low vision, dealing with a student in a nursing program

who was experiencing seizures in a clinical practicum setting and enabling a student who has severe mobility restrictions to participate in a course during the winter months (in this instance video conferencing was used to provide a link between the student in her home and the professor and classmates in the classroom setting). In all interactions with students, faculty and staff, Special Services takes into account the academic context of students' needs as well as pertinent accommodation criteria. Our goal is to support and promote the academic mission of the University by enabling its students to maximise their potential to succeed in post-secondary education.

Although plans were in place to relocate and consolidate the various offices and sites that Special Services utilises on the St. George campus into a new facility in the Koffler Student Services Building, the move was delayed and is now scheduled to take place sometime in the fall of 1998.

Client Service Statistics

Many students approach Special Services during the course of a year with inquiries that encompass a very broad range of issues. In some cases they come to us because they have heard about the service from other students who are registered with us. Sometimes they receive a referral at the time of admission or through their Registrar's offices, or faculty may suggest to them that they pay us a visit during the course of their program. We offer all students who contact us and who appear to fit our mandate an intake interview. In many cases, the outcome of the intake interview is registration with the Special Services and continued contact. In other cases we refer students to another student service, to their colleges or faculties or to external resources. While it is not the case that every student who approaches Special Services ends up registering with us, we do ensure that students who do not meet our eligibility criteria receive information about an appropriate referral, where warranted.

Special Services provided direct support to 776 students on the St. George campus this year. This represents students who actually registered with the service and does not include contacts with students who did not register with us. The number is broken down by disability category in the following tables. Students at Scarborough and Mississauga were served by newly independent services located on those campuses, and are reported in separate reports for those services.

The test and exam office administered 2,277 tests and exams during 1997-98 (see table). A month-by-month breakdown is presented in the following pages.

The volunteer notetaking service was well utilised this past year, with 93 students providing notes for 83 students who have disabilities in 174 courses.

Deaf students received 1,724 hours of Sign Language Interpreting in classroom settings during 1997-98. Computerised notetaking and real-time captioning were also utilised by students, but figures on levels of service provision in these areas are not available.

PROPOSED ACTIVITIES FOR 1998-99

Special Services anticipates that, as in previous years, direct service provision will constitute our primary activity. In 1998-99 the context of direct service provision will broaden as we undertake new initiatives in conjunction with CALSS and will also consolidate as we move into our new location. We face particular challenges in terms of utilising our own staff resources this coming year, given the discontinuation of Vocational Rehabilitation Services (VRS) for post-secondary students who have disabilities. We will be paying close attention to the new demands we face as a consequence of this change and will monitor our ability to support students who in the past would have been supported by VRS. The impact on our budget will also be closely monitored and managed.

Relocation of our test and exam site from the Robarts Library into our new space should allow us to operate with more efficiency and offer students a better level of support. Collaboration with other sectors of the University and with external resources will continue to be a focus. One example of this is

a planned strengthening of the relationship between the Transitional Year Program and Special Services and an enhancement of the services we offer to TYP students.

We will continue with implementation of our computerisation plan, which will include, in 1998-99, upgrades to the equipment we make available for student use. We plan to foster the creation of an advisory committee to the Service, with representation from students, faculty and staff, which will guide future development of the Service.

Finally, we are undertaking a name change, in recognition of the changing political climate within the communities of people who have disabilities. The name "Special Services" unfortunately leads to many misunderstandings about what we do and who we serve. A change to DISABILITY SERVICES FOR STUDENTS will hopefully make clear, from the outset, our mandate and the population we serve.

ACCESSIBILITY RESOURCE CENTRE UNIVERSITY OF TORONTO AT MISSISSAUGA

ANNUAL REPORT 1997-98

Prepared by: Elizabeth Martin, Coordinator AccessAbility Resource Centre University of Toronto at Mississauga

INTRODUCTION

The AccessAbility Resource Centre was established as an independent student service at the University of Toronto at Mississauga (UTM) on May 1, 1997. At this time the funding was separated so that UTM, Scarborough campus and the St. George campus would have control of their own budgets.

In the summer of 1997, the AccessAbility Resource Centre was moved to the South Building, which is the main building on campus. The new location has assisted in promoting the Centre as a student service and also creating an awareness of disability issues within the UTM campus.

ACCOMPLISHMENTS OVER THE PAST YEAR

The past year has been a year of growth for the Centre. We are continuing to provide accommodations to students who are eligible however we have embarked on a number of new and exciting projects.

- May 1, 1997 the Centre was moved from being a support to Registrarial Services and established as a student service that reports to the Dean of Student Affairs & Assistant Principal of Student Services at UTM.
- The staff appointed position of Coordinator was developed. The Coordinator reports to the Dean of Student Affairs & Assistant Principal of Student Services at UTM. She also sits on a number of committees including Quality Service to Students, Student Services Group and the Access Committee.
- Assessments for learning disabilities and ADD/ADHD are now performed by Clinical Psychologists who come to the UTM campus at times convenient for the students (evenings and weekends). Payment for the assessments are through the OSAP BSWD, UTM college bursary and health plans.
- The opening of the Academic Skills Centre in 1996 identified that students who have a learning disability, ADD/ADHD, acquired brain injury, mental health disorder or condition which affects the memory were not benefiting from the workshop setting. Due to this a Skills Strategist, who specializes in learning disabilities, has been made available to students on an appointment or drop in basis.

This arrangement has been successful and the students feedback is extremely positive. The strategist works with the students, who are registered with the AccessAbility Resource Centre, on skills development and assists them in learning new strategies. The goal of the strategist is to start in

one-to-one sessions until the student is ready to integrate into the larger workshops. Students are seen immediately or within a two day period during busy times.

The Skills Strategist also provides pre-diagnostic assessments to students who are suspected of having a learning disability. The results are then shared with the Coordinator of the AccessAbility Resource Centre and the Clinical Psychologist before an assessment for a learning disability is done.

- The Clinical Psychologists consult on a monthly basis with the AccessAbility Resource Centre and the Academic Skills Centre to review specific student cases (with student's consent), look at the services we are providing and determine how the student can reach their full academic potential utilizing the AccessAbility Resource Centre, the Skills Strategist and other services at UTM.
- Supportive Housing in Peel (SHIP) and UTM have been developing the University of Toronto at Mississauga/Supportive Housing in Peel Project: Supported Education on Campus. The project will be implemented in September 1998. It entails providing support to students who have a diagnosed psychiatric disorder and are living in the UTM residence. The Coordinator of the AccessAbility Resource Centre is an active member of the steering group as are the Director of Residence and the Senior Nurse of Health Services.
- The Coordinator has been auditing various areas of the campus for access issues consulting on new renovations, including the two new structures (Student Centre, Phase VI of residence) being built on the UTM campus. Students who have a disability are active participants in the audits.

Upgrades to the campus in the past year include:

- completion of the ramp at the South Building's front entrance
- accessible washroom stalls, sinks, accessories (e.g. hand dryers) and signage in the North and South Buildings
- automatic door openers in the North and South buildings
- completion of grading and door openers at the North Building entrance off the Five Minute Walk
- two accessible parking spaces have been added outside of the South Building where the meter parking is located
- curb cuts around the campus.

Funding for these projects was provided by SACWAC and the UTM operating budget.

- The Coordinator of the AccessAbility Resource Centre contributed to the Student Affairs 1997 publication, *An Instructor's Handbook: Teaching Students with Disabilities and Special Needs*.

CLIENT STATISTICS FOR 1997-98

	# OF TESTS/ EXAMS	# OF STUDENTS WHO WRITTEN	# OF STUDENTS WHO WROTE
May 1997	9	.....	6
June	17	.....	17
July	1	.....	1
August	2	.....	2
September	3	.....	3
October	97	.....	41
November	57	.....	34
December	118	.....	62
January 1998	19	.....	13
February	66	.....	35
March	42	.....	29
April	132	.....	60
May	28	.....	20
Year Total	592	.....	323

VOLUNTEER NOTE TAKERS

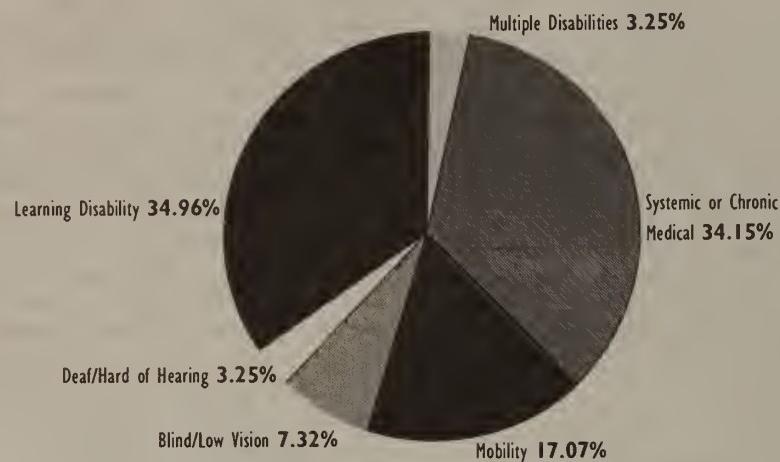
# of Students	.....	86
# of Notetakers	.....	53
# of Courses	.....	94

Students in Disability Classifications

Comparison of 1996-97 to 1997-98

AccessAbility Resource Centre - UTM

Students by Disability Classifications - 1996-97



1996-97

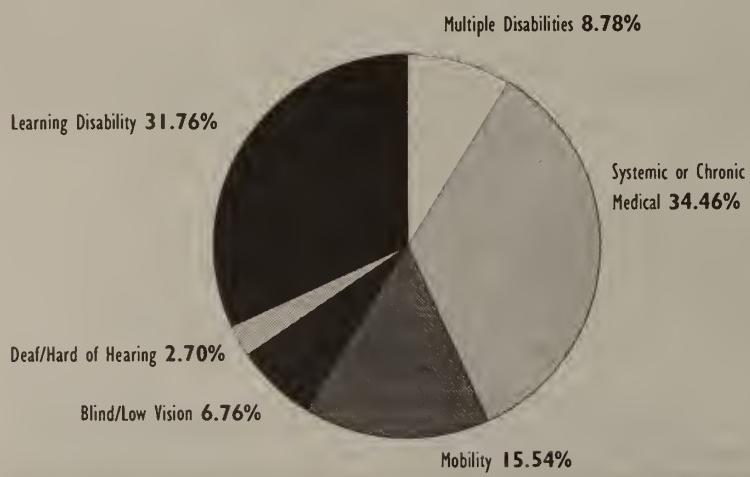
123 students registered for services

- 4 - Deaf/Hard of Hearing
- 9 - Blind/Low Vision
- 43 - Learning Disability

- 42 - Chronic Medical/ Psychological/ Systemic Disabilities
- 21 - Mobility
- 4 - Multiple

AccessAbility Resource Centre - UTM

Students by Disability Classifications - 1997-98



1997-98

148 students registered for services

- 4 - Deaf/Hard of Hearing
- 10 - Blind/Low Vision
- 47 - Learning Disability

- 51 - Chronic Medical/ Psychological/ Systemic Disabilities
- 23 - Mobility
- 13 - Multiple

In 1997-98 the AccessAbility Resource Centre had an increase of 25 students from the previous year.

VISION FOR 1998-99

In 1997-98 the AccessAbility Resource Centre received one time only funding in the amount of \$20,000 from Student Affairs as the Centre's expenses exceeded \$90,000 in the previous year. The Centre also had an increase of 25 students requiring services.

The Centre will continue to provide the above mentioned services and, if funding permits, will also implement new projects for 1998-99.

- In the summer of 1998, the Crossroads Building, which housed the AccessAbility Test Site, will be demolished to make way for the new Student Centre. The Coordinator will work in conjunction with the Dean of Student Affairs at UTM and the Access Committee in finding an appropriate test site.
- The Coordinator will liaison with the Guidance Counsellors in the Peel and Dufferin-Peel Secondary Schools to discuss what will be expected of a student who has a disability and what steps a student should take to prepare themselves for post secondary education.
- The Centre will continue to network with the students, staff and faculty at UTM.
- An orientation package specific to students who have a disability and are entering the university of Toronto at Mississauga, will be developed and implemented in the fall of 1998.
- In conjunction with the Coordinators at both the St. George and Scarborough campus, a student handbook is being developed and will be ready for distribution to students who have a disability in September 1998.
- The print resources housed at the AccessAbility Resource Centre are continuing to grow and will

continue to be developed in 1998-99 as will the Centre's Web page.

- The Coordinator will assist with the implementation of the University of Toronto at Mississauga/Supportive Housing in Peel Project: Supported Education on Campus.
- The Coordinator will continue to audit areas of the campus and also consult on the Student Centre and Phase VI of residence.

ACCESSABILITY SERVICES UNIVERSITY OF TORONTO AT SCARBOROUGH

ANNUAL REPORT 1997-98

Prepared by: Tina Doyle, Coordinator
AccessAbility Services
University of Toronto at Scarborough

FORWARD

It is our legal responsibility under the Ontario Human Rights Code to provide accommodations. With this in mind, it is our mandate to ensure that all students with disabilities can actively participate in all aspects of University life. To meet our mandate MET provides an Accessibility Envelope to assist with services to students with disabilities. As well, the Principal of U of T at Scarborough contributes 10% of the funding to this service as the Enhanced Accessibility for Students with

Disabilities Funding Envelope is intended to supplement any expenditures.

INTRODUCTION

The Special Services office at the University of Toronto underwent major restructuring during 1997-1998, decentralizing services to the three campuses. Close working relationships amongst the three campuses are maintained to ensure consistency of delivery of services across the campuses. The University of Toronto at Scarborough became responsible for its own budget and services. This restructuring also involved outsourcing experts, reviewing whether or not there was an adequate on-site staff complement and reviewing the equipment needs of students. As well, a new position was created (Coordinator) to manage the service at Scarborough. The Coordinator reports to the Associate Vice-Principal, Student Affairs at the University of Toronto at Scarborough.

Overall, it has been a busy year reviewing the work and direction of AccessAbility Services.

REVIEW OF OUR ACHIEVEMENTS

In Services

Special Services at Scarborough changed its name in August of 1997 to AccessAbility Services. The office has received positive feedback about this change as the focus is on student's abilities.

Review of services:

- An effort to increase faculty involvement and participation for the accommodation of students was undertaken.
- Have promoted student empowerment by encouraging and assisting students to become active participants in their own services.
- In reviewing outsourcing of experts, AccessAbility Services contracted two Psychologists to perform Psycho-Educational and ADD/ADHD Assessments to determine appropriate accommodations. The Psychologists meet and consult with the students at Scarborough, as well as perform the assessments on campus. Previously, students would travel to the St. George campus for this service. The cost of the assessment is covered by the OSAP BSWD, Health Plans, College Bursaries, or the student may pay out of pocket if financially possible. Arrangements can be made for AccessAbility to incur this cost if the above mentioned payment plans are not available to a student, although this has not been necessary for the 1997-1998 year.

Outreach:

- Increased faculty awareness of the services we provide
- Improved Web site
- Participated in community talks about services

In Technology

Upgrades to staff working tools:

Staff must be able to access and manage information quickly and easily:

- Staff must be able to communicate with the College and University-wide community and must be able to communicate to those in the community who have difficulty travelling to the campus or those who have difficulty communicating verbally.

Recent access to electronic mail and the Internet has improved the efficiency of the office; electronic mail access across the campuses has assisted with transferring information about services, and increased contact with outside services for students with disabilities.

- Purchased AbleAide, a database specifically for offices for students with disabilities in post-secondary institutions to improve student records and efficiency between the office of the Coordinator and Examination Officer.
- The Council on Student Services (CSS) at Scarborough provided funding to purchase equipment for student use.

Maintain AccessAbility Web site

The office recognized that the Internet offers more opportunity for students and service providers of students with disabilities to investigate their choices of the types of services available at the offices for persons with disabilities. Consequently, the Web site is continually updated.

In Accessibility

AccessAbility Services is represented on the Advisory Committee on Accessibility to Disabled Persons at Scarborough by the Coordinator.

- There has been a \$20,000 Annual Capital commitment from Principal Paul Thompson towards accessibility projects (this is outside of the Operating Budget).
- Student Housing and Residence Life has allocated \$5,000 per year towards barrier-free design projects.
- There was a major renovation over the summer of 1997 which included barrier-free design of student service space.

Planning for 1998-1999 including:

- creation of a barrier-free washroom large enough for a student and an attendant
- modification of elevator panel and hall call buttons.

Creation of AccessAbility Resource Lab

- AccessAbility Services now has available an AccessAbility Resource Lab, which houses the adaptive equipment students need to write tests, exams, assignments and study. The equipment is also used for demonstration purposes to help students explore assistive devices as compensatory tools for the purpose of meeting their academic goals.

- This lab has significantly assisted with test and examination arrangements and reduced Invigilation costs significantly.

In Partnerships

There has been a focus on coordination of services - the goal has been to establish functional linkages and tying programs together to respond to a broader spectrum of student needs e.g. for students with Learning Disabilities we have been working on a referral process and supports with the Writing Centre.

The organizational structure has changed which will improve our position to partner with other student services (see attached organizational chart).

REVIEW OF THE CHALLENGES

In Services

- Our services delivery plans are impacted by individual student needs and the number of students registered. The population is increasing and it is difficult to prepare without knowing who will register.
- Budget constraints - we are unable to provide one-to-one tutoring on specific Learning Skills Strategies through the office. As was stated in the 1996-1997 Annual report "the OSAP BSWD has provided some assistance in this area however, further review of this area is required." Links with the Learning Skills and Writing Centres will provide some assistance in this area.

In Technology

Lack of funding; we have been reactive rather than pro-active regarding purchasing the technology required for students. We are reviewing our budget to take this into consideration for 1998-1999.

In the Workforce

The challenge lay in ensuring the timely delivery of quality service to students even as the staff hours decreased due to the changes to the organizational structure and budget constraints. Staff hours were reviewed mid-year to determine the best way of organizing staff hours to ensure smooth delivery of services and staff satisfaction. One of the challenges is that we can only estimate how much work there will be without knowing exactly the number of students who will register and the accommodations required for each individual for the year.

The following factors provided some relief in this area this year:

- work-study students have assisted in the office
- hiring an Assistant to Examination Officer for some hours has increased the time available for the Coordinator to complete work
- improved technology (new computers, electronic mail and Internet access) has created a more efficient service and reduced some of the workload staff previously carried
- it is anticipated that the database, AbleAide, will further reduce some of the workload

**TEST/EXAM DATA
1997-1998 ACADEMIC YEAR
(MAY 12, 1997 - MAY 6, 1998)**

	NUMBER OF TESTS/EXAMS WRITTEN		NUMBER OF STUDENTS WHO WROTE	
	Scarborough 1997-1998	Scarborough 1996-1997	Scarborough 1997-1998	Scarborough 1996-1997
May	44	59	26	40
June	19	15	11	8
July	6	7	5	6
August	14	8	11	7
September	1	2	1	2
October	60	74	26	33
November	22	42	15	27
December	94	76	44	37
January '98	19	24	15	18
February	64	24	32	36
March	41	30	23	17
April	131	103	63	45
May	22	44	22	26
	Year Total '97-'98 537	Year Total '96-'97 561	Year Total '97-'98 294	Year Total '96-'97 302

Decrease of '97-'98 totals compared to '96-'97 is, in part, a reflection of the increase in the number of instructors accommodating students.

**CLIENT SERVICE STATISTICS
1997-1998**

Number of Students Registered
(In Disability Classifications)

Disability Code	Scarborough 1997-1998	Scarborough 1996-1997
1 - Chronic Medical/ Psychological/ Systemic	36	22
2 - Mobility	9	13
3 - Blind/Low Vision	2	3
4 - Deaf/ Deafened/ Hard of Hearing	2	3
5 - LD	26	27
6 - Multiple	10	7
TOTAL	85	75

(Overall a 13.3% increase)

**NOTE-TAKING DATA
1997-1998**

VOLUNTEER NOTE-TAKERS

NOTE TAKERS	SCARB 1997-1998	SCARB 1996-1997	% increase/ decrease
# OF STUDENTS	34	27	26% incr.
# OF NOTE TAKERS	43	46	6% decr.
# OF COURSES	61	49	24% incr.

N.B. # OF STUDENTS = # OF STUDENTS WHO REQUESTED NOTE-TAKING

OF NOTE TAKERS - # OF VOLUNTEER NOTE TAKERS RECRUITED

OF COURSES = # OF COURSES FOR WHICH NOTES WERE REQUESTED

Staff had to also work under pressure of major restructuring; staff took pride in their services, adapted effectively to the change and found many ways of improving services.

In Accessibility

Barrier-free design is expensive and we are working with a small budget to complete a large number of projects.

PLANS AND PRIORITIES FOR 1998-1999

- Continue evaluation of services.
- Adjust to staffing change as Coordinator will be on maternity leave most of the year; a review of work hours in Examination Office is underway.
- Continued development of creating links of services with our office across campus with The Health and Wellness Centre to improve services to student with mental health problems. Partner with the Learning Skills and Writing Centres to assist students with Learning Disabilities with one-to-one assistance and through the provision of seminars specifically geared to the needs to students with Learning Disabilities.
- Improving the Web page - we are advertising a work-study position for Web Designer to revise the layout and structure of the existing Web page to ensure the site is accessible to the widest range of users. This student will also maintain and expand on the information regarding services, disability related issues and links.
- Continue improving the communication with Faculty and TAs by partaking in outreach activities such as speaking at Divisional Meetings; reviewing what, if any, orientation TAs receive regarding campus services; and maintain an ongoing dialogue with Instructors about individual student needs throughout the year.
- Campus accessibility - the Coordinator will

continue the ongoing campus audits and recommending changes.

- The Coordinator will contribute to a Student Handbook being developed for students registering with any one of the three special needs offices at the University.

THE STATUS OF WOMEN OFFICE

**ACTIVITIES FOR 1997-98 &
PRIORITIES FOR 1998-99**

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office is broad — it encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the removal of all systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude. The Office consists of myself as the Status of Women Officer, working half-time this year for the first time, and 50% of the time of an administrative assistant to the Office.

The responsibilities of the Status of Women Office include:

- pursuing the goal of full gender equity at the University by being involved in the development of policies and practices that will contribute to this goal and by working to be an effective catalyst for change;
- working, through education and advocacy, to create an environment free of sexism and heterosexism;

- advising the President and other senior administrators on issues and concerns relating to the status of women at the University;
- initiating and assisting research into the status of women at the University;
- organizing and sponsoring activities relevant to women at the University;
- communicating and working with other individuals involved in women's issues both inside and outside the University.

ACTIVITIES FOR 1997-98

Activities centred around fulfilling the responsibilities of the Office and working to achieve the priorities that had been set for the year. The central goal of the Office has been the development and monitoring of policy related to the improvement of the status of women at the University. With respect to this objective I have continued to meet regularly with members of the senior administration (the President, the Provost and other Vice-Presidents and many of the Principals and Deans). I have also continued to attend meetings at which policies are being either developed or discussed (e.g., Academic Board, University Affairs Board, PDAD&C).

On behalf of the Provost, I met (for the fourth year) with most faculties/departments engaged in searches for new tenure-stream faculty members. The goal of the meetings is to provide advice on proactive faculty recruitment in order to expand the pool of excellent applicants from the four groups designated by the University's Employment Equity Policy. In addition to proactive recruitment, the presentation focuses on an inclusive interview process and the relationship between equity and excellence.

I was a member of a number of committees, including selection committees for the position of Director of Student Recruitment and for the Coordinator of the International Student Centre. I was a member of the committee to advise the Provost on the appointment of the new Vice-Provost, Students. I am the chair of a joint UTSA — University of Toronto Pay Equity Committee. At the University of Toronto in Mississauga I was a continuing member of the Principal's Advisory Committee on Diversity and Excellence. I am a

member of the Research Advisory Board. I was a member of the working group on access for the Task Force on Tuition and Financial Aid and I am currently a member of the financial aid implementation committee. I am on the Human Resources Management Board. I am on the advisory committee for the New College Equity Studies Program. I participated in a group involved in outreach and summer mentoring programs. I helped with the selection of National Scholars, interviewing candidates and reviewing files with respect to high need students.

I met with the Advisory Committee to my office. The committee is composed of administrative staff, students and faculty from all three campuses who either represent particular groups (including UTSA, UTFA, GSU, APUS, SAC) or come as individuals with an interest in women's issues. The committee provides a forum for discussing ideas, projects and concerns.

I met regularly with my EIAG colleagues, both at formal meetings and in smaller groups that dealt with particular issues as they arose.

I met with University groups and committees dealing with women's issues, including the UTSA and UTFA status of women committees, and the Women's Centre — St. George campus. I was in regular contact with the director of the Undergraduate Program in Women's Studies on the St. George campus and the Graduate Collaborative Program in Women's Studies. I was a resource for Family Voices, a student group for families with financial need. In most instances my involvement with these groups and committees has centred around both general participation and the development of specific initiatives and projects. Examples include: planning events; discussing issues of combining work and family for faculty members; career development and training for administrative staff.

I provided a number of faculties with information and materials on faculty mentoring programs. I was a member of the Mentoring Partnership steering committee. The mentoring partnership pilot program is a mentoring program sponsored by

Human Resources to facilitate career development for senior and administrative managers.

I continued to sit on the COU Status of Women Committee. Participation in forums external to the University of Toronto provides a perspective and information often quite useful in performing my job. At COU I was actively involved in the production and publication of a document entitled Religious Observance Accommodation in Ontario Universities. In addition the Status of Women Committee produced a document containing statistical information on the status of women in the Ontario university system.

Some of my activity focused on consultation and education with respect to gender and equity issues. I took part in several student orientation activities (including a graduate student workshop and New Beginnings, an event focused on women coming to University after some time away from formal education), gave lectures (including a lecture on inclusive teaching for THE 500, the course designed to teach graduate students to teach), made presentations and facilitated discussions on a number of occasions. I was a member of a group discussing issues of structure and training for the Faculty of Physical Education and Health summer sports camp. I contributed to sessions sponsored by the Faculty of Applied Science and Engineering on Research Ethics. I participated in the planning of orientation for new academic administrators and for new graduate coordinators. I continued my participation in the development of a seminar series for engineering students focused on the transition from university to the workplace. I made presentations in several departments. I was an invited speaker at the U of T Women in Academic Medicine Symposium, "Equity: We all want it."

I was active in the continuation of The Campaign for Positive Space which was launched Winter 1996. The campaign centres around the distribution of a small rainbow triangle sticker intended to enable staff, faculty and resident students to signal their support for a campus that is welcoming of sexual diversity. The stickers are accompanied by a pamphlet explaining the campaign and providing a list of relevant resources for lesbian, gay and bisexual members of the University community. The Office will continue to ensure that stickers and pamphlets are available as needed.

I was involved with the collection, analysis and distribution of data related to women's and equity issues. I responded to dozens of information requests for data on "the status of women" from both inside and outside the University. I have already made reference to the COU report on women in Ontario Universities. I was involved in

the preparation and analysis of data regarding employment equity. A committee, chaired by the Vice-President, Human Resources and Administration, has taken on responsibilities for employment equity. As a member of this committee I participated in the preparation of the second revised and expanded annual Employment Equity Report. The report provides a detailed description of the status of women who are University employees. It provides a "snapshot" of all employees at a particular point in time, including those whom we have most recently hired. It attempts to characterize departures, promotions and kinds of training. In addition it describes the senior management of the University. I was invited by Transportation Canada to give a presentation on issues in employment equity.

The Office continued production of an electronic newsletter. Women on the Wire — WOW. WOW contains brief articles dealing with women's and equity issues and listings of events, conferences and information of interest to university women. The newsletter is now available on the Web. It can be accessed through the University of Toronto Home Page or through the Status of Women Office Home Page. The specific url is: <http://www.library.utoronto.ca/www/wow/wowhome.htm>

I continued to deal with individual cases and complaints as they arose. The Office is not predominantly a complaints based office. However, over the course of the year I dealt with approximately 30 "cases." The number is imprecise because it is sometimes difficult to know what to count. In some instances I received calls from individuals with questions about University policy or the treatment they had received. Approximately equal numbers of staff, students and faculty called in this context. Their issues included relationships with supervisors, intellectual property, curriculum, access to programs and facilities, compensation, termination, perceived bias in hiring and promotion practices. Some individuals called to complain about aspects of University life (events, publications) that they felt reflected or promoted gender bias. Typically my role was to provide information and advice on how to proceed, whom to contact, how to best present a position. I often worked with other members of the EIAG. In a few instances a "case" involved no more than a single phone call. More typically it involved several calls and several meetings. Apart from providing advice to individuals, the complaints aspect of my work often points to more general problems or issues that need to be addressed. In addition, the Office receives dozens of calls each month with requests for materials, resources or information.

The Office was involved in a number of events:

- A memorial event on the St. George Campus to commemorate the massacre of 14 women at l'Ecole Polytechnique in Montreal, on December 6, 1989. Events were independently organized at both the University of Toronto in Mississauga and the University of Toronto in Scarborough.
- Take Our Daughters to Work. Approximately 300 girls between the ages of 9 and 15 accompanied University of Toronto staff to work and participated in job shadowing and a number of organized activities. This event was independently organized at the University of Toronto in Mississauga for the first time this year.
- The Office co-sponsored, with the UTFA Status of Women Committee, the Family Care Office, the office of the Vice-President, Research and International Relations and the Provost's office, an event for faculty women and librarians. Approximately 100 faculty women and librarians came to a buffet lunch and attended a plenary session and one of three concurrent workshops. This was the second year that we sponsored this event.
- For International Women's Day the Office co-sponsored, with the Women's Studies Program, St. George campus, a talk by Joan Grant Cummings, President of NAC.

IMPACT OF THE REDUCTION

This year was particularly notable as the first year that the position of Status of Women Officer was not a full-time position. I spent 50% of my time as the Status of Women Officer and the other 50% as the Director of the Transitional Year Program (TYP). It is clearly important to reflect on the impact this had on the activities of the Office.

I participated in a number of University committees and activities this year. In fact, comparing this year's report to past reports will probably not produce an obvious sense of diminished activity. The list is not substantially different. However, for some activities Status of Women and TYP time overlapped.

It was sometimes difficult to know which "hat" (Status of Women or TYP) led to my participation in a particular activity or on a particular committee. However, I believe that there were some instances in which both hats played an important role and for which I would probably have participated if either hat were the only one I wore. Examples of this were: the Task Force on Tuition and Financial Aid; the financial aid implementation committee; National Scholar selection; the New College Equity Studies Program; the Human Resources Management Board; outreach and summer mentoring programs; involvement with Family Voices,

New Beginnings and THE 500; attendance at Academic Board and PDAD&C.

Thus it is somewhat difficult to gauge the exact impact of the Status of Women Office being reduced from full to half-time. A second factor which makes it difficult is that many activities were ongoing from previous years and did not involve research and start-up time. It was, in fact, somewhat more difficult to initiate new projects this year. It was also difficult to maintain a presence on all three campuses. On balance, however, the most significant impact was probably with respect to time not spent simply meeting with people, going to talks, events and gatherings (which have served as both professional development and as an effective means of networking). As a result, fewer people who did not already know about the Office found out about it, fewer issues came to my attention from my just being out in the community and I had fewer learning opportunities.

PRIORITIES FOR 1998-99 INCLUDE:

- contributing to policy development, meeting regularly with members of the University administration and attending meetings at which policies are being either developed or discussed
- continuing to work on employment equity, reporting and employment equity in faculty recruitment
- providing an equity perspective on academic planning
- following-up on and initiating further discussions of faculty and staff mentoring and administrative staff career development
- maintaining close ties to University groups and committees dealing with gender and equity issues and meeting regularly with my advisory committee
- participating in: educational activities; welcome and transition for students; training for administrators; implementation of financial aid
- maintaining an ongoing relationship with the other EIAG offices to deal with specific cases, initiatives and projects and to provide a coherent view of equity issues and objectives for the University
- focusing on the data needs and data reporting functions of the Office
- organizing and/or participating in events designed to promote awareness of gender issues
- based on my experience this year, helping to determine the most effective job description and skill sets needed for the Officer who will be appointed after my term ends on June 30, 1999.

Rona Abramovitch
Status of Women Officer



LETTERS



LETTER SIDESTEPS ISSUES

Professor Cecil Yip's response to my letter (Sept. 28) manages to sidestep or misrepresent most of the issues I raised (Equal treatment, on campus or off, Oct. 13).

I did not question the equality of graduate faculty or graduate students in the hospital sector at all. I questioned the use of 10 million U of T dollars to build up a new \$30 million fund to provide graduate student stipends tenable only at the Hospital for Sick Children (good news). No comparable benefits accrued to the departmental sector on campus (bad news).

Medical administrators may play down the uneven playing field between the on-campus and off-campus sectors but the fact remains that our current "hospiversity" arrangements defy the rules of good academic or corporate organization. Different institutions, with different sets of loyalties, priorities, missions and payrolls do, in fact, compete for funding and jockey for position under conditions of vastly different infrastructural support. The fragile ties that bind our untidy, multi-sited departmental conglomerates are made up of wishful thinking — the "one big happy family" dream — primarily by on-campus administrators. On the hospital side there is a different perception of family and in my view their directors have not exactly rushed to share the new \$30 million prize, or other funds, with graduate students on campus.

In the face of such inequality, Professor Yip appears in his letter to defend the equality of the "haves" in the hospital sector against the "have nots" on campus. Equality works both ways and its prime value is in practice, not theory.

The example of the joint NMR (nuclear magnetic resonance) facility is not particularly good; in exchange for their investment the affiliated hospitals gained valuable space and other infrastructural support on campus. A full, detailed accounting would be necessary to decide who gained the most from this, and any other, collaborative arrangement between the sectors. As well the NMR issue digressed from my topic of graduate stipends and, besides, our graduate students cannot eat NMR machines or sell them to pay rent.

Finally, citing the example of Banting and Best is both overused and misplaced. In those days U of T's medical departments were not the 'hospiversity' conglomerates they are today. The department of physiology knew what, and where, it was. The work on insulin was done at U of T and then clinical application was rightly directed to the hospital. If anything, this is an argument for sensible division of labour and productive collaboration between equally strong partners. Such equality of strength has to be fostered on all sides, by all partners, if the productive collaborations are to continue.

The whole point of my letter was that we are now becoming more 'hospi-' than '-versity'. Unless there is a swift, decisive turnaround, the campus sector will face continued decline and demoralization.

DANIEL OSMOND
PHYSIOLOGY AND MEDICINE

COCHLEAR IMPLANT ISSUE COMPLEX

Kristen Snodden writes eloquently on behalf of the Deaf culture (Description of Deaf culture flawed, Oct. 16). Our experiences have indeed been different. Cochlear implants are certainly not for every deaf person and the issues are complex. In response to her belief that cochlear implantation in children is "genocide" I encourage people to read my book *Wired for Sound: A Journey into Hearing* to get a fuller picture of both the benefits and drawbacks of this device as well as the hunger that deaf people raised in a hearing milieu may have for sound.

BEVERLY BIDERMAN
ADAPTIVE TECHNOLOGY RESOURCE CENTRE

RECRUIT PROFESSORS

This is a reply to the letter from Professor Ingrid Stefanovic of the philosophy department, published in the Oct. 26 issue of *The Bulletin* (TAs carefully chosen).

First, in writing my Forum article I was not singling out the employment practices of TAs or part-time lecturers in the philosophy department or even in the Faculty of Arts & Science alone (*The Merry Cycle of Ignorance*, Oct. 13).

Second, I received several positive responses by regular and electronic mail from colleagues and former students. On further reflection I believe the more universal problems found in our teaching practices at the university as a whole can be best remedied by the recruitment of many more professors. We are too short-staffed. We can probably use 100 or more people in arts and science alone, seeking always to hire the best and having them teach what they can do best. We have admirable strength in Canadian studies, both as a focus and as a context, in all our faculties. But we are only reflecting Anglo-Canada, not the multicultural landscape that we now live in. Asia in particular but also eastern Europe and Latin America and perhaps even the U.S. are much underrepresented in proportion to the composition of our student body. When our students enter the workforce, even in Canada, they will confront the globalized economy much better if equipped with an education taking into consideration the fact that Canada itself has become a microcosm of the macrocosm that is the world.

JULIA CHING
RELIGION AND PHILOSOPHY



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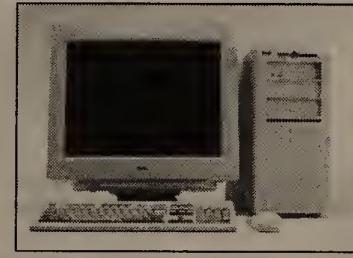
A dedicated University of Toronto @Dell.ca Web Site has been activated:

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www.utoronto.ca/purchasing

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University of Toronto

Bookstore Series

Upcoming events:

Tuesday, Nov. 10th:
A night of literary autobiography and biographical fiction with Charles Foran, Myrna Kostash and Lesley Choyce At the U of T Bookstore 214 College St. 7:30pm. Free event.

Monday, Nov. 16th:
A night of great fiction. Irish writer Michael Collins is joined by Canadian authors Andre Alexis, Sarah Dearing & Tessa McWatt

At the U of T Bookstore, 214 College St. 7:30pm. Free event



Tickets now on sale for Stevie Cameron reading from *Blue Trust*. Wed., Nov. 25th, 7:30pm Hart House Theatre, 7 Hart House Circle Tickets \$5/\$3 Call 978-86689

Thursday, Nov. 19th:

Passion, intrigue, and betrayal in wartime France with master story-teller Sebastian Faulks The author of the acclaimed *Birdsong* reads from his new novel *Charlotte Gray*.



Thursday, November 12th

Walter Hall in the Edward Johnson Building 80 Queen's Park, just behind the Planetarium 7:30pm. Tickets \$5/\$3 Call 978-7993

Fiction and poetry from across Canada with Gary Barwin, Joe Blades, Anne Hines and Sara O'Leary Imperial Public Library Pub 54 Dundas St. E. 7:30pm. Free.

The play's not the thing. An evening of playwrights turned fiction writers:

David Fennario, Drew Hayden Taylor, R.M. Vaughan & Guillermo Verdecchia

Monday, Nov. 30th U of T Bookstore 214 College St. 7:30pm. Free Event

University of Toronto Bookstore

214 College St. Toronto, ON M5T 3A1

For series information, please call 978-7989 or 978-7908

CLASSIFIED

A classified ad costs \$15 for up to 35 words and \$.50 for each additional word (maximum 70).

Your phone number counts as one word, but the components of your address will each be counted as a word, e-mail addresses count as two words. A cheque or money order payable to **University of Toronto** must accompany your ad. Ads must be submitted in writing, 10 days before *The Bulletin* publication date, to **Nancy Bush, Department of Public Affairs, 21 King's College Circle, Toronto, Ontario M5S 3J3.**

Ads will not be accepted over the phone. To receive a tearsheet and/or receipt please include a stamped self-addressed envelope. For more information please call (416) 978-2106 or e-mail nancy.bush@utoronto.ca.

ACCOMMODATION RENTALS AVAILABLE —METRO & AREA—

1-2 bedroom apartment (lower half of duplex) available from January to July 1999 inclusive. The unit comprises an eat-in kitchen, large deck, garden, full bathroom, study, living-room plus full laundry facilities. Situated in Bloor West Village. Rent: \$1,200/month plus share of utilities. Full details at <http://www.yorku.ca/faculty/academic/stanji/homeContents/apartment.html>. Please contact Dr. S. Jeffers, tel. (416) 769-4441 or e-mail stanji@yorku.ca

Three-storey house in prime Riverdale, fully furnished, 3 bedrooms + study, bright, quiet street, large garden. Minutes from university/downtown, near parks, school, TTC. Starting January 1, 1999. \$1,600/month + utilities. (416) 483-4920 or 978-7868, Louise_Louis@compuserve.com

Sabbatical 3-bedroom, 1-bathroom, small semi-detached house. January 1 to June 30 (negotiable). Bloor West Village, close to subway, bus, schools, High Park. 30-40 minutes U of T, 60 minutes York University. \$1,500/month + utilities. John McConnell, (416) 736-2100 ext 77709. jack@nimbus.yorku.ca

January 1 to July 1, 1999. Furnished sabbatical home in Cabbagetown to sublet. 2 floors of Victorian house. 1 bedroom/1 study, 2 baths, kitchen, deck, living-room, solarium. Near 2 TTC lines, walking distance to downtown, university, shopping and parks. \$1,640 includes all utilities. Call (416) 922-9686.

Gracious, fully furnished, two-storey home. Three bedrooms, two bathrooms, study, sun-room, fireplace. Excellent neighbourhood (Yonge and Lawrence). Convenient to subway, shopping, schools. Sabbatical rental, January 1 to May 31, 1999. \$1,500 plus utilities. Telephone (416) 785-4352. bherst@interlog.com

Brunswick/Sussex. Minutes to U of T. Academic's fully furnished Victorian (1873) lower duplex, quiet, 1 bedroom, study, conservatory, fireplace, garden, VCR, 5-piece bathroom, Rosenthal, art collection. Non-smoking winter tenant sought. \$1,600 inclusive. December 15 — April 14, 1999. 964-7270.

High Park room. Studying mother of 2 school-age children has room for single

female. Use of kitchen. 15 minutes to St. George subway. \$200 weekly or \$650 monthly. Call Anita (416) 516-7164 evenings/ weekends.

Upper Beach/Danforth. Furnished Victorian house. New renovation. Three bedrooms, including nursery. Bathroom has soaking tub. New appliances. Baby grand piano. Steps to subway. Available January-June 1999. \$1,500 + utilities. Tel/fax (416) 686-9729.

ACCOMMODATION RENTALS REQUIRED

Visiting faculty couple with one daughter requires housing close to U of T, October-May 1999-2000 (flexible). Available to view November 20-21, 1998. Please call (204) 233-9400 evenings or e-mail agregor@cc.umanitoba.ca

Woman, mature, writer, non-smoker, desires room in Annex with shared facilities. Please call Lorna at (416) 922-5414.

Mature woman professional pursuing doctoral studies seeking accommodation in Toronto. Willing to house-sit. Good with pets. References available. Please call (705) 746-6886.

ACCOMMODATION SHARED

Large, furnished study/bedroom in private house near U of T to share with owner. Fine residential area near TTC, shops. Installation of own phone line required. Best suited to post-doctoral female student, non-smoker. \$475 monthly. Available January 4. Phone (416) 922-2677.

Queen/Bathurst. 2-bedroom Victorian house to share with female academic and two cats. All appliances, gas heating, hardwood floors, garden. Close to TTC. Non-smoking. Permit parking. \$583 plus 1/2 utilities. November 15. 504-5314.

ACCOMMODATION OVERSEAS

France. Nice, Riviera. Modern apartment, furnished/equipped for 2. Close to all amenities. Beautiful view, large balcony, 10 minutes from sea, 40 minutes from ski resort. Available for 2,3, or more weeks. Evenings (905) 274-9085.

Italy, between Verona and Mantua in historic small town. 300 sq. m. elegantly furnished house, 5 bedrooms, 3 baths, near all conveniences. Dining-room, veranda on large garden, fireplace, baby grand piano, heating, gardener. \$2,000 + utilities per month, available 2 to 6 months. No pets. Please call (416) 466-0458.

BED & BREAKFAST

Bed and Breakfast Guesthouse. Walk to U of T. Restored Victorian home. Single, double and private en-suite accommodations. 588-0560.

VACATION / LEISURE

Muskoka retreat for rent. Modern, 3-bedroom, fully winterized cottage on Sunny Lake, 1 1/4 hours from Toronto, near Gravenhurst. Great cross-country skiing. Excellent for Xmas/New Years holiday and year-round getaways. Call (416) 782-4530.

HOUSES & PROPERTIES FOR SALE

New listing. Prime Annex. \$859,000. Magnificent restoration representative of an era gone by. Features solid oak wainscoting, stained-glass windows, cornice mouldings, stunning 3rd-floor loft with 14 ft. ceilings, hardwood floors, 4 fireplaces. Nigel S. Wain and Marian Neal, sales reps., Re/Max Unique Inc., (416) 928-6833.

HEALTH SERVICES

PERSONAL COUNSELLING in a caring, confidential environment. U of T extended health benefits provide excellent coverage. Evening and weekend hours available. Dr. Ellen Greenberg, Registered Psychologist, The Medical Arts Building, 170 St. George Street. 944-3799.

INDIVIDUAL AND COUPLE THERAPY. Twenty years' experience in counselling for personal and relationship difficulties. Coverage under staff and faculty benefits. Dr. Gale Bildfell, Registered Psychologist, 114 Maitland Street (Wellesley & Jarvis). 972-6789.

Individual psychotherapy for adults. Evening hours available. Extended benefits coverage for U of T staff. Dr. Paula Gardner, Registered Psychologist, 114 Maitland Street (Wellesley and Jarvis). 469-6317.

PSYCHOANALYTIC PSYCHOTHERAPY with a Registered Psychologist. Dr. June Higgins, The Medical Arts Building, 170 St. George Street (8loor and St. George). 928-3460.

Psychologist providing individual and group psychotherapy. Work stress, anxiety, depression and women's health. U of T staff health plan covers cost. Dr. Sarah Maddocks, registered psychologist, 114 Maitland Street (Wellesley & Jarvis). 972-1935 ext. 3321.

Psychotherapy. Dr. Joan Hulbert, Psychologist. Eglinton Avenue near Yonge. (416) 544-8228. Focus on depression, anxiety, substance abuse, difficulties with assertiveness, relationship problems, self-esteem, abusive relationships. Fees may be covered by Employee Health Insurance Plan.

Dr. Dianne Fraser, Psychologist. Carlton at Berkeley, 923-7146. Brief holistic counselling and EMDR. Focus on stress, depression, anxiety, phobia, grief, substance abuse, relationships, women's issues. Complete or partial reimbursement through UT/insurance benefits.

Individual cognitive behavioural

psychotherapy. Practice focussing on eating disorders, depression, anxiety and women's issues. U of T staff extended health care benefits provide full coverage. Dr. Janet Clewes, Registered Psychologist, 183 St. Clair Avenue West (St. Clair and Avenue Road). 929-3084. 1900 Dundas St. W., Suite 243, Mississauga, Ontario, (905) 814-5888 (Dundas St. W./Erin Mills Parkway).

Psychological services for children, adolescents and families. Comprehensive assessment of learning problems, emotional and behavioural difficulties. Individual psychotherapy, parent counselling. Dr. Meagan Smith and Dr. Arlene Young, Registered Psychologists. U of T area. 926-0218. Leave message.

Dr. Gina Fisher, Registered Psychologist

Psychotherapy for depression, anxiety, relationship problems, stress, gay/lesbian issues, women's issues. U of T extended health benefits apply. Evening appointments available. The Medical Arts Building (St. George and 8loor). (416) 932-8962.

Psychologist providing individual, group and couple therapy.

Personal and relationship issues. U of T extended health plan provides some coverage for psychological services. For a consultation call Dr. Heather A. White, 535-9432, 140 Albany Avenue (Bathurst/Bloor).

Dr. Dvora Trachtenberg, Registered Psychologist

Offering individual and couple/marital psychotherapy. Fees covered fully or partially by U of T extended health benefits. Evening appointments available. The Medical Arts Building (St. George and 8loor). (416) 932-8962.

DR. WENDY C. CHAN CONSULTANTS

offers culturally sensitive psychological services by Registered Psychologist and associates to individuals, couples, families. Therapy available in Cantonese, Mandarin, Spanish, Vietnamese, English for work and academic stress, depression, anxiety, pain coping problems. Services can be covered through health benefits plan. (416) 777-1612. Front/Jarvis.

Marital & Family Counselling

covered by U of T and other insurance. Intergenerational conflict in East and South Asian families. Adjustment of immigrants to new culture. Alcohol/drug problems. Geriatric concerns. Flexible hours. Dr. Robert L. Fisher (416) 422-3825.

Dr. Martin Antony (Psychologist) & Associates

Specializing in assessment and short-term, cognitive-behavioural treatment of anxiety and mood problems, including: fears/phobias, social and performance anxiety, panic attacks, agoraphobia, chronic worry/stress, obsessions/compulsions, and depression/low self-esteem. U of T staff extended health care benefits provide full coverage. Daytime, evening, and weekend appointments available. Medical Arts Building (St. George and 8loor). (416) 994-9722.

Counselling and psychotherapy for personal problems, mental health and

individual growth: depression, anxiety, job and family problems, disability, new challenges. Short-term or long-term; day or evening hours. Dr. Carol Musselman, Registered Psychologist, 252 Bloor Street West. Arrange an initial consultation to discuss your needs (923-6641 ext. 2448). May be covered by UT health insurance.

Psychological services with Dr. Kauliss P. Simmons, Registered Psychologist. Fee coverage under staff and faculty health plan benefits. The Medical Arts Building (170 St. George/8loor). For an appointment please call (416) 692-5170.

Assertiveness Training Group. Focus on improving work, intimate and social relationships through assertive communication. Twelve weekly sessions. Focus also on reducing anxiety when communicating with aggressive individuals. Location: close to Yonge/Eglinton subway. Evenings. (416) 544-8228.

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CO-ED NUDE SWIM, Friday, Nov. 20 & Dec. 11, 8-9 p.m., Benson Pool, Athletic Centre (55 Harbord). Hosted by UTN (U of T Naturists). (416) 699-2549. \$5/\$7 UTN club membership.

POSITIVE SPACE CAMPAIGN

Come to the Varsity Arena for a **Skate, Hot Chocolate and Cookies** and **Re-launch the Positive Space Campaign**

Date: Friday, 27 November

Time: 3:30 - 5:00 p.m.

Place: Ice Rink at the Varsity Arena

275 Bloor Street West

For queries, phone: 978-2196 Status of Women Office
University of Toronto

EVENTS



LECTURES

When Jesus Did the Dishes: The Transformation of Late Medieval Spirituality.

MONDAY, NOVEMBER 9

Prof. Brian Patrick McGuire, Roskilde University, Denmark; Bertie Wilkinson memorial lecture. 400 Alumni Hall, St. Michael's College, 121 St. Joseph St. 4:10 p.m. *Medieval Studies*

FTT to DOT and Beyond and Back: Continuous Education in a Discontinuous World.

TUESDAY, NOVEMBER 10

Léa Filotas, engineering consultant; Gordon Patterson lecture. Institute for Aerospace Studies, 4925 Dufferin St. 2 p.m. *UTLAS*

Ethical Issues in Women's Health Care.

TUESDAY, NOVEMBER 10

Prof. Carol Nadelson, Harvard University; second annual McMillan Binch research lecture. Centre for Research in Women's Health, Room 702, 790 Bay St. 5 p.m.

What Fiction Is For.

WEDNESDAY, NOVEMBER 11

Prof. Denis Donoghue, New York University; third of four Alexander lectures on The Question of Reading. 140 University College. 4:30 p.m.

Defective Stimulus Secretion Coupling in Animal Models of Type II Diabetes.

THURSDAY, NOVEMBER 12

Dr. Sud Efendic, Karolinska Institute, Stockholm; Novo Nordisk lecture. 3231 Medical Sciences Building. 4 p.m. *Physiology*

The Question of Value.

THURSDAY, NOVEMBER 12

Prof. Denis Donoghue, New York University; final Alexander lecture on The Question of Reading. 140 University College. 4:30 p.m.

Same-Sex Marriage in Roman Law.

FRIDAY, NOVEMBER 13

Prof. Bruce Frier, University of Michigan. 161 University College. 3:10 p.m. *Classics, Arts & Science and Law*

Once More Into the Valley of the Kings: A Visual Tour of the Tomb in the Valley of the Kings.

FRIDAY, NOVEMBER 13

Patrick Carstens, University of Toronto. 142 Earth Sciences Centre. 6:30 p.m. *Society for the Study of Egyptian Antiquities*

Symmetry in Mathematics and Science.

SUNDAY, NOVEMBER 15

Prof. Joe Repka, mathematics. Auditorium, Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

Magnetic Resonance Imaging: A Revealing Diagnostic Science and Guidance for New Medical Therapies.

TUESDAY, NOVEMBER 17

Prof. Michael Bronskill, medical biophysics. 1105 Sandford Fleming Building. 4 p.m. *Sigma Xi, U of T Chapter*

Texts and Technology:

1300-1650.

WEDNESDAY, NOVEMBER 18

Prof. Bert Hall, Institute for the History & Philosophy of Science & Technology. 115 Victoria College. 4:15 p.m. *Centre for the Book and Friends of Victoria University Library*

Gender Studies and the Aphrodite of Knidos.

WEDNESDAY, NOVEMBER 18

Prof. Natalie Kampen, Barnard College. 140 University College. 4:15 p.m. *Archeological Institute of America, Toronto Society*

The Mesopotamian Soul of Western Culture.

WEDNESDAY, NOVEMBER 18

Prof. Simo Parpola, University of Helsinki. Auditorium, Koffler Institute for Pharmacy Management. 8 p.m. *Canadian Society for Mesopotamian Studies*

Imaginary Kings: Rulership in Prehistoric and Early Greece.

TUESDAY, NOVEMBER 24

Prof. Sarah Morris, University of California at Los Angeles. 140 University College. 4:15 p.m. *Fine Art*

Meeting the Alien.

WEDNESDAY, NOVEMBER 25

Phyllis Gotlieb, Canadian science fiction writer. 1016 Wilson Hall, New College. 11:10 a.m. *English*

The Cultural Origins of Greek Democracy.

WEDNESDAY, NOVEMBER 25

Prof. Ian Morris, Stanford University; Samuel James Stubbs lecture. 140 University College. 4:30 p.m.

Aging and Memory:

What Changes and What Can Be Done to Help?

SUNDAY, NOVEMBER 29

Prof. Fergus Craik, psychology. Auditorium, Medical Sciences Building. 3 p.m. *Royal Canadian Institute*

Powerfully Reciprocal: A Feminist Analysis of the Enablement of Self-Esteem Growth in Women.

MONDAY, NOVEMBER 30

Cheryl van Daalen-Smith, PhD student, OISE/UT; Popular Feminism series. 3-312 OISE/UT, 252 Bloor St. W. *Women's Studies in Education, OISE/UT*

COLLOQUIA

Technology, Immigration and Region: The Industrialization of American Textiles, 1700-1830.

WEDNESDAY, NOVEMBER 11

Prof. Adrienne Hood, history. 323 Old Victoria College. 4 p.m. *IHPST*

On What Is Possible.

THURSDAY, NOVEMBER 12

Prof. Jon Barwise, Indiana University. 179 University College. 4 p.m. *Philosophy*

Evidence for Bose-Condensation in Atomic Hydrogen.

THURSDAY, NOVEMBER 12

Prof. Tom Greytak, Massachusetts Institute of Technology. 102 McLennan Physical Laboratories. 4:10 p.m. *Physics*

Semiconductor Nanocrystals: Artificial Atoms, Designer Chromophores, Building Blocks for Heterostructures.

FRIDAY, NOVEMBER 13

Prof. Moungi Bawendi, Massachusetts Institute of Technology. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

Consent and Information Gathering With People Who Have Difficulty Speaking for Themselves.

TUESDAY, NOVEMBER 17

Prof. Ivan Brown, Centre for Health Promotion; ethical evening discussion. Combination Room, Trinity College. 4:30 p.m. *Research Services and Faculty of Medicine*

Complexity and Uncertainty as a Challenge to Science.

WEDNESDAY, NOVEMBER 18

Prof. Ragnar Fjelland, University of Bergen, Norway. 323 Old Victoria College. 4 p.m. *IHPST*

Structure and Function of the VS Rabozyme.

FRIDAY, NOVEMBER 20

Prof. Richard Collins, University of Toronto. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

Ethical Issues in Qualitative Research.

WEDNESDAY, NOVEMBER 25

Prof. Pat McKeever, Faculty of Nursing; brown bag discussion. Dean's Conference Room, main floor, Medical Sciences Building. 12 noon. *Research Services and Research Office, Faculty of Medicine*

The Triode Revolution: A New Interpretation.

WEDNESDAY, NOVEMBER 25

Sungook Hong, Institute for the History & Philosophy of Science & Technology. 323 Old Victoria College. 4 p.m. *IHPST*

Biological Mass Spectrometry of Peptides and Proteins.

FRIDAY, NOVEMBER 27

Prof. Michael Siu, York University. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

SEMINARS

Genes, Hormones and Pulses: Lessons Learned for Immortalized Cells.

WEDNESDAY, NOVEMBER 11

Prof. Pamela Mellon, University of California at San Diego. 968 Mt. Sinai Hospital. 12 noon. *Samuel Lunenfeld Research Institute*

Inhibition of Amino Acid Transport Across the Placenta by Cocaine and Nicotine.

WEDNESDAY, NOVEMBER 11

Aleksandra Pstrakuljic, PhD candidate, pharmacology. 4227 Medical Sciences Building. 4 p.m. *Pharmacology*

Aboriginal Perspectives: Implications for Education.

THURSDAY, NOVEMBER 12

Prof. Laara Fitznor, OISE/UT; aboriginal education series. 2-242 OISE/UT, 252 Bloor St. W. 3 to 5 p.m. *Sociology and OISE/UT*

The Molecular Mechanisms Underlying G-Protein Dysfunction in Bipolar Disorder.

THURSDAY, NOVEMBER 12

Stavroula Andreopoulos, PhD candidate, pharmacology. 4227 Medical Sciences Building. 4 p.m. *Pharmacology*

The Fever of Great Libraries: The New Alexandrias and Library Architecture at the University of Toronto.

THURSDAY, NOVEMBER 12

Prof. Moungi Bawendi, Massachusetts Institute of Technology. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

Robert Blackburn, chief librarian emeritus, Robarts Library; Andrew Mathers, Robarts Library; Prof. Adele Freedman, Faculty of Architecture, Landscape, and Design; and architects Tom Payne and Donald Schmidt; in conjunction with the 25th anniversary of the Robarts and Fisher libraries. Thomas Fisher Rare Book Library. 4 to 7 p.m.

Trade, Food Safety and Transparency: Inside the WTO Dispute Settlement Process.

FRIDAY, NOVEMBER 13

Ton Zuidwijk, Foreign Affairs & International Trade Canada; Prof. Grace Skogstad, political science; and Prof. Sylvia Ostry, Centre for International Studies; roundtable discussion. 12 noon to 2 p.m. Conference Room, Centre for International Studies, 8th floor, 252 Bloor St. W. *CIS*

Mechanisms of mRNA Synthesis and Processing: Towards a Dynamic and Integrated Model.

FRIDAY, NOVEMBER 13

Prof. Benoit Coulombe, University of Sherbrooke. 3127 South Building, U of T at Mississauga. 12 noon. *Erindale Biology*

Pluralistic Federalism.

FRIDAY, NOVEMBER 13

Prof. Rainer Bauboek, Princeton University. Conference Room, Centre for International Studies, 8th floor, 252 Bloor St. W. 3 to 5 p.m. *CIS and Political Science*

Touching the Earth: Buddhism and the Environment.

MONDAY, NOVEMBER 16

Peter Timmerman, University of Toronto; Engaged Buddhism series. 241 Gerald Larkin Building. 7 to 9 p.m. *Trinity Divinity*

The Role of Individual Receptor-Ligand Interactions in Signalling T-Cell Cytoskeletal Polarization.

WEDNESDAY, NOVEMBER 18

Prof. Janis Burkhardt, University of Chicago. 968 Mt. Sinai Hospital. 12 noon. *Samuel Lunenfeld Research Institute*

The Epidemic of Diabetes in Canadian Native People.

THURSDAY, NOVEMBER 19

Prof. Barnard Zinman, department of medicine. 3231 Medical Sciences Building. 4 p.m. *Physiology*

Between Empire and Nation: Pan Asianism in East Asia, 1900-1945.

THURSDAY, NOVEMBER 19

Prof. Prasenjit Duara, University of Chicago. History Common Room, Sidney Smith Hall. 4 to 6 p.m. *East Asian Studies and Joint Centre for Asia Pacific Studies*

The Nucleoside Transporter Protein Families: Implications for Nucleoside Therapies.

FRIDAY, NOVEMBER 20

Prof. Carol Cass, University of Alberta. 105 Pharmacy Building. 10 a.m. *Pharmacy*

Bats, Moths and Poetry.

FRIDAY, NOVEMBER 20

Prof. Bill Connor, Wake Forest University, North Carolina. 3127 South Building, U of T at Mississauga. 12 noon. *Erindale Biology*

Bowling Alone? Recent Trends of Membership and Participation in Voluntary Organizations in Germany.

FRIDAY, NOVEMBER 20

Prof. Annette Zimmer, University of Muenster; DAAD visiting professor in German and European studies.

Conference Room, Centre for International Studies, 8th floor, 252 Bloor St. W. 12 noon to 2 p.m. *CIS and Joint Initiative on German & European Studies*

Antifreeze Proteins in Winter Rye.

FRIDAY, NOVEMBER 20

Prof. Marilyn Griffiths, University of Waterloo. 142 Earth Sciences Building. 3:30 p.m. *Botany*

Reviving Women's Ordination: Kabilsingh, Tsomo, Ayya Khema.

MONDAY, NOVEMBER 23

The Committee to Review the Office of the Status of Women

will hold a

PUBLIC MEETING

from 5:30 to 8:00 p.m.

on

Wednesday, 11 November 1998

in the

Music Room at Hart House

Members of the university community who wish to make a presentation to the committee should notify the secretary, Dr. Chris Cunningham, in advance of the meeting by phone (978-8792) or e-mail <chris.cunningham@utoronto.ca>

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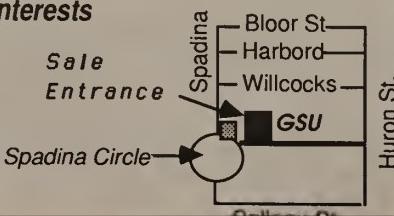
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EVENTS

Continued from Page 9 ~

Reform: Reprise and Retrospection, William Stanbury, UBC, and Sylvia Ostry, U of T; The New Regulatory Reform Agenda, Michael Trebilcock, University of Toronto. 134 Rotman School of Management. 9 a.m. to 4 p.m. Registration: Erin Foster, 978-5353, efoster@chass.utoronto.ca. Institute for Policy Analysis, International Institute for Business and Law & Economics Program

Environmental Protection Advisory Committee.

MONDAY, NOVEMBER 13

EPAC serves to advise the university in the implementation of its environmental protection policy; meetings are open. 202 Galbraith Building. 12 noon to 2 p.m. Information: Barbara Schaefer, 978-7080.

University Affairs Board.

TUESDAY, NOVEMBER 17

Council Chamber, Simcoe Hall. 4:30 p.m.

Place, Space and Identity: Harbin and Manchuria in the First Half of the 20th Century.

THURSDAY, NOVEMBER 19 TO

SATURDAY, NOVEMBER 20

A conference focusing on the interaction and layering of cultures — Chinese, Korean, Japanese and Russian among others — in the city of Harbin, capital of the province of Heilongjiang in northeast China. Program details: www.utoronto.ca/crees/upcomingdir/harbin.htm or 978-8192.

Academic Board.

THURSDAY, NOVEMBER 19

Council Chamber, Simcoe Hall. 4:15 p.m.

Planning & Budget Committee.

TUESDAY, DECEMBER 1

Council Chamber, Simcoe Hall. 5 p.m.



MUSIC

FACULTY OF MUSIC EDWARD JOHNSON BUILDING

U of T Chamber Orchestra.

SATURDAY, NOVEMBER 14

David Zafer, conductor. Walter Hall. 8 p.m. Tickets \$10 students and seniors \$5.

Small Jazz Ensembles.

TUESDAY, NOVEMBER 17

Favourite standards and student arrangements and compositions. Walter Hall. 8 p.m.

Vocal Jazz Ensemble.

WEDNESDAY, NOVEMBER 18

John Chalmers, director. Walter Hall. 8 p.m.

The Threepenny Opera.

WEDNESDAY TO FRIDAY,

NOVEMBER 18 TO NOVEMBER 20
Opera division production of Weill's *The Threepenny Opera*; Michael Evans, conductor; Maria Lamont, director. MacMillan Theatre. 8 p.m. Tickets \$20, students and seniors \$15.

Thursday Noon Series.

THURSDAY, NOVEMBER 19

Historical Performance Ensembles. Walter Hall. 12:10 p.m.

THURSDAY, NOVEMBER 26

Canadian Brass and students. Walter Hall. 12:10 p.m.

U of T Jazz Orchestras.

WEDNESDAY, NOVEMBER 25

U of T's big bands; directed by Phil Nimmons and Paul Read. Walter Hall. 8 p.m.

Faculty Artists Series.

FRIDAY, NOVEMBER 27

Susan Hoeppner, flute, and Beverley Johnston, percussion, with guest violist Valerie Kuinka. Walter Hall. 8 p.m. Tickets \$15, students and seniors \$10.

U of T Symphony Orchestra.

TUESDAY, NOVEMBER 28

Daniel Swift, guest conductor. MacMillan Theatre. 8 p.m. Tickets \$10, students and seniors \$5.

Choral Conducting Recital.

MONDAY, NOVEMBER 30

Fourth-year conducting students with the Elmer Iseler Singers. Walter Hall. 8 p.m.

NEWMAN CENTRE

SUNDAY, NOVEMBER 29

Concert by winners of the 1998 Canadian Music Competitions; piano, violin, voice, guitar. 3 p.m. Tickets \$5.



EXHIBITIONS

UNIVERSITY OF TORONTO AT SCARBOROUGH

In Search of Meaning.

TO NOVEMBER 20

Mixed media installation. The Gallery. Gallery hours: Monday to Friday, 11 a.m. to 4 p.m.

NEWMAN CENTRE

Soul Windows.

TO DECEMBER 4

Jan Trebilcock, oil paintings; Canadian landscapes. Ground floor. Hours: Monday to Friday, 9 a.m. to 5 p.m.

UNIVERSITY OF TORONTO ART CENTRE

Michael Davey: "I couldn't contain myself" — Notes from the Future Edge.

TO DECEMBER 18

Installation containing 41 pages from Michael Davey's personal notebooks with drawings that reflect his energetic investigations of form and the varieties of shapes and structure in both the natural and built worlds. Boardroom space. Hours: Tuesday and Friday, 11 a.m. to 4 p.m.; Wednesday and Thursday, 11 a.m. to 7 p.m.

VICTORIA UNIVERSITY

Fishing for Light.

TO DECEMBER 18

Paintings by Elizabeth Schwaiger illustrating *Fishing for Light* by Paul Savoie. E.J. Pratt Library. Hours: Monday to Friday, 9 a.m. to 6 p.m.; Saturday and Sunday, 1 to 5 p.m.

THOMAS FISHER RARE BOOK LIBRARY

Design Bookbinding: The Art & Craft of Michael Wilcox.

TO DECEMBER 23

A selection of 22 of the designer book-bindings of Michael Wilcox; bindings are accompanied by preliminary drawings and sketches and by the tools he created for many of them. Hours: Monday to Friday, 9 a.m. to 5 p.m.

JUSTINA M. BARNICKE GALLERY

HART HOUSE

Pathways.

NOVEMBER 12 TO DECEMBER 10
An installation by Diana Dabinett and

Tara Bryan of Newfoundland. Both Galleries. Gallery hours: Monday to Friday, 11 a.m. to 6 p.m.; Saturday, 1 to 4 p.m.



MISCELLANY

Civil and Voluntary Associations.

TUESDAY, NOVEMBER 10

Prof. Jean Cohen, Columbia University; Charities: Between State and Market workshop series. Flavelle Room, Flavelle House, 78 Queen's Park. 4 to 6 p.m. *Law and the Kahanoff Foundation*

Act of Remembrance.

WEDNESDAY, NOVEMBER 11

Annual service of remembrance; carillon, Hart House Chorus, Last Post and Reveille. Soldiers' Tower. 10:30 a.m.

Birthing Alternatives: The Role of the Midwife.

THURSDAY, NOVEMBER 12

A panel including a midwife, a mother and an educator will discuss the role of midwives can play in pre- and post-natal care. Map Room, Hart House. 12 noon to 1:30 p.m. *Family Care Office*

A Life Celebrated:

Prof. William B. Dunphy

THURSDAY, NOVEMBER 12

Family, friends and colleagues of the late Prof. William Dunphy, principal emeritus of the University of St. Michael's College, will celebrate his life in words, music, pictures and song. Upper Brennan Hall, 81 St. Mary St. 6 p.m.

Effigiate My Soul to Me: Rhetoric, Anatomy and Symptomatology.

FRIDAY, NOVEMBER 20

Stephen Pender, PhD candidate and CRRS graduate fellow 1996-98; Friday workshop series. 323 Pratt Library. 3:10 p.m. *Reformation & Renaissance Studies*

Deck the Walls.

WEDNESDAY, NOVEMBER 25 TO

SUNDAY, NOVEMBER 29

Exhibition and sale; art by local artists. Wednesday, meet the artists, silent auction; admission \$10 (opening night only), 6 to 9 p.m.; Thursday and Friday, 11 a.m. to 7 p.m.; Saturday, 11 a.m. to 5 p.m.; Sunday, 12 noon to 4 p.m. Seeley Hall, Trinity College.

Balancing Work and Family.

WEDNESDAY, NOVEMBER 25

Session adopts a hands-on approach to developing and sharing new strategies for coping with the demands of juggling work and family responsibilities. U of T at Scarborough. 12 noon to 2 p.m. *Family Care Office and Personnel & Payroll Services, U of T at Scarborough*

A Guide for Front-Line Staff to Resources for Students in Need or in Crisis.

THURSDAY, NOVEMBER 26

Workshop to familiarize staff with many of the on and off campus services that can help students, particularly those with family responsibilities. 213 Koffler Institute for Pharmacy Management. 12 noon to 1:30 p.m. *Family Care Office*

Working With Your Child's School.

TUESDAY, DECEMBER 1

Session focuses on strategies for home-school communication to ensure your child gets the most out of the education system. International Student Centre. 12 noon to 1:30 p.m. *Family Care Office*

Surviving and Thriving in Education.

EVENTS

WEDNESDAY, DECEMBER 2
Discussion with Harold Brathwaite, Peel director of education and other panelists from the education community; policy forum series. Auditorium, OISE/UT, 252 Bloor St. W. 7 to 10 p.m. Tickets \$5.

THURSDAY, NOVEMBER 26
School of Graduate Studies. Honorary graduand Brian Skinner will address convocation. 6 p.m.

CONVOCATIONS

Convocation Hall.
MONDAY, NOVEMBER 23
Faculty of Arts & Science (except Erindale and Scarborough). Honorary graduand Frank Gehry will address convocation. 6 p.m.

TUESDAY, NOVEMBER 24
Erindale, Scarborough and Woodsworth College diplomas and certificates. Honorary graduands Allan Bromley and Albert Litherland will address convocation. 6 p.m.

WEDNESDAY, NOVEMBER 25
School of Graduate Studies and professional faculties. Prof. Adel Sedra, vice-president and provost, will address convocation. 6 p.m.



DEADLINES

Please note that information for Events listings must be received in writing at The Bulletin offices, 21 King's College Circle, by the following times:

Issue of November 30, for events taking place Nov. 30 to Dec. 14: **MONDAY, NOVEMBER 16**.

Issue of December 14, for events taking place Dec. 14 to Jan. 11: **MONDAY, NOVEMBER 30**.

COMMITTEES

The Bulletin regularly publishes the terms of reference and membership of committees. The deadline for submissions is Monday, two weeks prior to publication.

SEARCH

CHAIR, DEPARTMENT OF ZOOLOGY
A search committee has been established to recommend a chair of the department of zoology effective July 1. Members are: Professor Carl Amrhein, dean, Faculty of Arts & Science (chair); Professors Harvey Anderson, associate dean, Division IV, School of Graduate Studies; Robert Baker, zoology, Erindale; Les Buck, Ellie Larsen and Locke Rowe, zoology; Jim Eckenwalder, botany; Kent Moore, associate dean, sciences, Faculty of Arts & Science; and John Youson, zoology, Scarborough; and Ladan Mehranvar, undergraduate student, and Nasreen Rahman, graduate student, zoology.

The committee would appreciate receiving nominations and comments from interested members of the university community. These should be submitted to Dean Carl Amrhein, Faculty of Arts & Science, Room 2020, Sidney Smith Hall.

CHAIR, DEPARTMENT OF MATHEMATICS

A search committee has been established to recommend a chair of the department of mathematics effective July 1. Members are: Professor Carl Amrhein, dean of the Faculty of Arts & Science (chair); Professors Paul Brumer, chemistry; Don Cormack, associate dean, Division III, School of Graduate Studies; Peter Greiner, Joe Repka and Michael Sigal,

mathematics; Lisa Jeffrey, mathematics, Scarborough; Luis Seco, mathematics, Erindale; and Kent Moore, associate dean, sciences, Faculty of Arts & Science; and José Bilodeau, graduate student, and Graham Gill, undergraduate student, mathematics.

The committee would appreciate receiving nominations and comments from interested persons of the university community. These should be submitted to Dean Carl Amrhein, Faculty of Arts & Science, Room 2020, Sidney Smith Hall.

REVIEW

INSTITUTE FOR ENVIRONMENTAL STUDIES

A committee has been established to review the Institute for Environmental Studies. Members are: Professor D.E. Cormack, associate dean, Division III, School of Graduate Studies (chair); Professors D.G.B. Bocock, chemical engineering and applied chemistry; J.R. Desloges, geography, M.L. Diamond, geography; W.M. Michelson, sociology; R.F. Sage, botany; and F.S. Silverman, the Gage Institute; and A. Bhui, graduate student, Faculty of Forestry; and E.A. Wardell, School of Graduate Studies (assistant to the committee).

The committee would be pleased to receive submissions from interested persons until November 18. Submissions should be mailed to Elizabeth Wardell, School of Graduate Studies, 65 St. George St.

UNIVERSITY ~ OF ~ TORONTO

THE BULLETIN

EDITOR: Suzanne Soto • suzanne.soto@utoronto.ca

ASSOCIATE EDITOR: Ailsa Ferguson • ailsa.ferguson@utoronto.ca

PRODUCTION: Michael Andrechuk • C.A.Zyvatkauskas • ca.zyvatkauskas@utoronto.ca

ADVERTISING/DISTRIBUTION: Nancy Bush • nancy.bush@utoronto.ca

DIRECTOR: Susan Bloch-Nevitte • s.bloch.nevitte@utoronto.ca

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For 150 years researchers in U of T's department of geology — the oldest one in Canada —

have played a vital role in the discovery, development and protection of the nation's natural resources. In the early years pioneering professors such as Edward Chapman helped establish geology as a thriving academic field in Canada. The department's first triumphs included a successful campaign for a permanent building for geology studies and being a part of the founding and directing of the Royal Ontario Museum.

Today, as technology improves and the diversity of expertise within the department expands, researchers are making their mark in areas ranging from marine geology and micropalaeontology to environmental geoscience and tectonics. The department's faces may be different and the laboratories more advanced, but the vibrant spirit of exploration is the same.

MEGAN EASTON



The department of mineralogy and geology was in the biological building between 1890 and 1905.



The Earth Sciences Centre complex on Huron Street has housed the department of geology since 1989.



Professor Edward Chapman held the university's first chair of mineralogy and geology in 1853.



Professor Jeff Fawcett, pictured here in a laboratory in the 1960s, chairs the department today.



Professor Arthur Coleman, who replaced Chapman, lectures in the field in the early 1900s.



A student uses leading-edge technology to analyse rocks and minerals.